DOCUMENT RESUME

ED 164 615 TM 008 189

AUTHOR Kay, Patricia M.; Schoener, John E.
TITLE Program Evaluation for Competency Based Teacher Education. A Brief Review of Literature and an Annotated Bibliography.
INSTITUTION City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS AGENCY National Inst. of Health (DHEW), Bethesda, Md. Center for Population Research.; New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.
REPORT NO CASE-29-76
BUREAU NO 451AH50466
PUB DATE [75]
GRANT G007306140
NOTE 74p.; Best copy available

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Curriculum Evaluation; *Evaluation Methods; Higher Education; *Literature Reviews; *Performance Based Teacher Education; Program Descriptions; Program Development; Program Evaluation; Student Teacher Relationship; *Teacher Education Curriculum; Teacher Evaluation

ABSTRACT

A bibliography and a review of the literature on the evaluation of competency based teacher education programs are presented. The literature review highlights over 150 references which would be helpful to program evaluators with little formal training in evaluation, and covers several aspects of educational evaluation. The general theory of evaluation, teacher assessment, program evaluation, evaluation of instructional materials, evaluation paradigms, and useful instruments are discussed. The annotated bibliography contains over 150 references, and is divided into four sections: (1) theoretical and philosophical issues: models and strategies; (2) teacher assessment; (3) development of competency based programs and modules; and (4) descriptions of existing programs. Most of the citations provide an abstract from the Educational Resources Information Center (ERIC) data base; for citations without an ERIC abstract, a note has been provided by the authors. (GDC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED164615

TM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

PROGRAM EVALUATION FOR COMPETENCY BASED TEACHER EDUCATION

A Brief Review Of Literature And An Annotated Bibliography

Patricia M. Kay
Bernard Baruch College of CUNY

and

John E. Schoener
The Graduate School and University Center of CUNY

Report No. Case - 29 - 76

The Competency Based Teacher Education Project
In Special Education

Center for Advanced Study in Education
The Graduate School and University Center
The City University of New York
17 Lexington Avenue
New York, New York 10010

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lee Cohen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TM008 189

The document was funded in part by the University of the State of New York, Board of Regents Research Fund, State Education Department, Office for the Education of Children with Handicapping Conditions by the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Personnel Preparation, Grant #G007306140, Project Number 451AH50466.

CONTENTS

	Page
Introduction.....	1
Section I: A Review of Literature	
Theory, Models and Choosing a Strategy.....	4
Teacher Assessment.....	8
Evaluation of Instructional Materials, Units and Other "Products".....	12
Table I: An Abridged Program and Product Evaluation Checklist.....	15
Table II: Suggested Categories for Rating Instructional Materials and Educational Programs.....	16
Section II: An Annotated Bibliography	
Part I: Theoretical and Philosophical Issues: Models and Strategies.....	17
Part II: Teacher Assessment.....	38
Part III: Development of Competencies, Competency Based Programs and Educational "Products".....	52
Part IV: Descriptions of Existing CBTE Programs.....	61

PROGRAM EVALUATION FOR COMPETENCY BASED TEACHER EDUCATION

Introduction

Education is future-oriented. Virtually all instructional endeavors are aimed at long range, diffuse competencies. Since none of these long-range goals can be attained all at once, areas of competency are broken into components and sequenced with the hope that the cumulative effect of the components will result in the desired goal. But until a complete hierarchical analysis of the skills that produce the desired end product has been performed, one cannot know for sure whether the components have been properly sequenced and instruction provided on all the essentials. - Brandes, 1975 p. 75 -

The rapid development of competency and/or performance based programs and the increasing need for instructional materials in teacher education has made the need for assessment techniques and evaluation tools more and more crucial. The evaluation field itself has in recent years undergone a period of rapid development. The issues that have arisen and the volume of literature that is available may often leave teacher educators who are looking for suitable evaluation approaches and techniques bewildered.

Many evaluation terms lack clarity of definition or are, in fact, used quite differently within different contexts in evaluation research. It is possible that the confusion that surrounds the area of educational evaluation may be responsible for the fact that evaluations have frequently been neglected, are often times poorly carried out, and are almost always given low priority in program development.

On the face of it, this state of affairs is contrary to the whole notion of competency based education. A program that has been carefully and systematically developed necessitates and deserves an evaluation of equal merit. But, how does one go about

evaluating a competency based program? What is involved in assessing instructional materials for programs? What evaluation models have been developed and are available to guide program developers? What are the issues to be considered when undertaking an evaluation project?

This report has been prepared as an attempt to clarify some of the basic considerations within the area of evaluation which will concern those interested in developing an evaluation paradigm for particular educational purposes - particularly within competency based teacher education programs. The report is divided into two main sections.

Section I is a series of literature reviews on several aspects of educational evaluation. The reviews are somewhat evaluative and highlight some references which ought to be helpful to program evaluators who have had little formal training in evaluation. In Section I, evaluation is first examined from a theoretical and general view followed by discussion of more specific issues including teacher assessment, program evaluation, and issues concerned with the evaluation of instructional materials. When examples of evaluation paradigms for CBTE programs are available that is noted. Similarly, instruments that may be helpful examples of checklists, rating sheets, etc. are included.

Section II is an annotated bibliography of more that 150 references pertaining to evaluation particularly within the CBTE context. It is hoped that it will be of assistance in providing guidelines to the literature that has emerged related to the assessment of teacher competencies and the evaluation of competency based teacher education programs. For ease of reference, the bibliography

has been divided into four sections. They are:

Part I. Theoretical and Philosophical Issues: Models and Strategies

This section includes references in which there are discussions of the theoretical issues that are involved in teacher assessment and the evaluation of CBTE programs. Formative and summative strategies in evaluation are discussed and various models for evaluation are considered.

Part II. Teacher Assessment

This category contains references of practical use for those concerned with the evaluation of the instructional process and the assessment of the interaction between teacher and student.

Part III. Development of Competencies, CBTE Programs and Modules

This category contains references which give a picture of the state of affairs in educational program and product development. The thrust of the readings in this section is on developing programs and products with the criteria and objectives for evaluation included as an integral part of the ongoing process of development.

Part IV. Descriptions of Existing Competency Based Teacher Education Programs

This section includes references which contain descriptions of competency based teacher education programs in a number of different educational areas and settings. These readings are particulary useful for learning what methods were successful and what problems were encountered in the evaluation of existing CBTE programs.

None of these categories is exclusive and many of the references could as well be included in another category or in several of the categories.

This work is not a complete review of the literature in either the competency based teacher education field or in the area of educational evaluation. Because of the volume of literature that exists in the area of competency based education and in the evaluation area, only those references that directly relate to teacher

assessment and evaluation of competency based teacher education programs have been included. New tools and techniques are constantly being discussed due to the pressing need for good assessment instruments.

The annotations for each reference are either an ERIC abstract or comments written by one of the City University Competency Based Teacher Education Project staff. All ERIC abstracts are so noted.

SECTION I

Theory, Models and Choosing a Strategy

Coming to agreement on a model or strategy is, perhaps, the most overlooked program evaluation task among practictioners who must get on with the job of collecting and analyzing data for evaluation purposes. It is, however, an essential task and one that should be dealt with prior to any other. In choosing or building a model, evaluators will need to consider questions that address the whole of the venture as well as many of its parts. Why evaluate? What evaluation questions must be answered? Who evaluates and what is their role? Evaluation theory and models provide the philosophical underpinnings without which useless data may be gathered, unnecessary costs may be incurred, and important questions may remain unanswered. It is neither feasible nor desirable with every CBTE program to gather data for answering all possible evaluation questions. In order to decide which questions are important, the needs of the particular program must be merged with the appropriate model.

A rather large number of theoretical evaluation models that address differing specific evaluation roles have been developed. Taylor and Cowely's (1972) book on Readings in Curriculum Evaluation

contains a section dealing with several of the models in sufficient detail to enable program developers to select one that is pertinent to their program needs.

Borich's (1974) book on Evaluating Educational Programs and Products is also a helpful reference for this purpose. This volume contains papers on a number of salient problems in choosing an evaluation strategy. Borich has divided the book (and the task of evaluation) into three activities: 1.) establishing perspec-- tive, 2.) planning the evaluation, and 3.) analyzing the data. In Part I,"Roles and Context," a number of different authors review the various settings in which the evaluator commonly works and identify the many roles that are performed. After choosing an appropriate role in relation to the context of the situation, the evaluator must decide upon a model or strategy to guide the evaluation. This content is covered in Part II:"Models and Strategies." Part III of the book,"Methods and Techniques," deals specfically with the problems of collecting and analyzing data.

Carter (1975), in a paper presented at AERA, began to develop a taxonomy of evaluation models for use in educational settings. Similarities and differences among different models, as well as strengths and weaknesses of the various models, are considered. More specific models have also been presented. Clark (1974) has stressed that an advance decision should be made on what the final product should look like. Katz (1974) suggests, also, developing a descriptive model prior to the implementation of a program. Clark states that evaluation should involve the assessment of the attainment of critical properties. Clark's model is isomorphic in that it involves the selection of only those critical properties that can be evaluated. In this sense, it is limited by the narrowed

range of potential materials and experiences. However, Clark suggests that the model can be enriched by counterbalancing its prescriptive power with evaluation feedback and by learning new critical properties at a somewhat heuristic level.

Soar's (1975) paper on The Medley-Soar Toledo Model for Research in Teacher Education is particularly useful as a starting point for evaluation of competency based teacher education programs. The paper presents an overall conceptual model for research and evaluation of CBTE programs. It can be extremely helpful as an organizing scheme in aiding CBTE program developers and evaluators in deciding which data should be collected and the kinds of evidence needed to answer varicus questions.

The AERA Monograph Series on Curriculum Evaluation, starting with "Perspectives of Curriculum Evaluation"and ending with "Four Evaluation Examples: Anthropological, Economic, Narrative and Portrayal", is also a useful set of reference tools for program developers. The seventh monograph "Four Evaluation Examples..." is especially helpful in providing concrete examples of educational evaluation methodologies that have grown out of social sciences other than psychology (which is the base for most evaluation models).

The Far West Laboratory for Educational Research and Development (1974) has provided a unique set of materials to aid the novice in learning about evaluation tasks. They have developed a number of modules that review important differences between criterion-referenced and norm-referenced instruments in evaluation (as does Glaser, 1963). They further present the criteria and procedures used in evaluating and revising a product or program during the first and latter cycles of evaluation and revision.

It is likely that more teacher education program evaluations will be formative rather than summative. The differences between the two are cogently discussed in Scriven's (1967) contribution to the first AERA Monograph on Curriculum Evaluation. Basically and briefly, formative evaluation involves an ongoing look at a program or a product as it is being developed with accompanying revision.

Baker (1974) discusses the importance of both internal and external formative evaluation. She suggests that internal evaluation be done by the instructional development staff. The concern here should be: 1.) data related to the adequacy of learning; 2.) data related to satisfaction provided by the program; and 3.) records of side effects. Baker suggests that external evaluation be done by an outside individual who: 1.) collects data regarding the processes and operations of the project staff; 2.) judges the suitability of criterion measures; 3.) judges the adequacy of program content; and 4.) assesses side effects.

Baker's approach is one of many possible ways of doing formative evaluation. It has been suggested by others that formative evaluation be done by the project staff and that summative evaluation involve engaging external personnel. Scriven (1967) has stressed the importance of separate personnel for these two evaluation roles:

> Formative evaluators should, if possible, be sharply distinguished from summative evaluators, with whom they may certainly work in developing an acceptable summative evaluation schema, but the formative evaluators should ideally exclude themselves from the role of judge in the summative evaluation. If this distinction between formative and summative evaluation personnel is made, it becomes possible to retain the advantages of eventual objective professional evaluation without the risks of disrupting the team spirit during development (p. 45).

However, Edwards (1974) appropriately comments on the above statement:

> One danger with such an approach is the tendency of developers not to consider all of the factors necessary for product evaluation before the evaluative data are collected. If summative evaluation personnel are to successfully implement evaluation designs, such designs must at least have been considered in the early stages of development (p.378).

Butman and Fletcher (1964) also stress the importance of the developer and the evaluator working together throughout the development of a program or product. The kind of approach used, as well as the decision about whether or not to include external evaluators from the inception of the program, depends largely on the type of program being considered and the model used for development and evaluation.

The development of criteria for evaluation and the choice of appropriate statistical tests may be two of the most difficult parts of the evaluation task. Metfessel and Michael (1967) have stipulated multiple criteria that may be useful with school programs and explain how they can be employed in the evaluation process. Porter and Chibucos (1974) and Poynor (1974) discuss the problem of choice of statistical tests from somewhat different perspectives presenting information on class mean, analysis of variance, analysis of covariance and a number of other potential designs always keeping in mind that the tests chosen must produce results that are useful and can be meaningfully interpreted.

Teacher Assessment

The area of teacher assessment in competency based teacher education programs presents difficulties in evaluation that are considerably more difficult to elucidate than theoretical evaluation issues. What is to be assessed or evaluated? If teacher

assessment is to be done, how are competencies to measured? What will the criteria be?

Student success or outcome (e.g. reading achievement) is one way of getting at teacher success. However, in considering this problem, Airasian (1973) has suggested that while evaluation of student behavior is essential for determining competent teaching, it is also important that particular teacher variables that relate to student achievement be more carefully investigated. This point is well taken. It does, however, make the task of teacher evaluation infinitely more complex. Roth and Mahoney (1975) also discuss considerations in evaluating teacher competencies. They consider a number of assessment techniques and some of the problems inherent in each. Teaching performance versus student learning are discussed as the foci of assessment. They corroborate Airasian's point that specific teacher variables must be critically examined.

Thus, suitable competencies must be developed and analyzed - with evaluatation considerations in mind. What are the important variables making a good teacher? How can they be stated as observable and measurable competencies? How can they be accurately assessed? Joyce (1974) has suggested:

> We need to increase knowledge about how setting influences competence, including how it is possible to activate different kinds of learning environments in a variety of settings (p. 68).... A program of research to validate teaching competence needs to anticipate the differential effects of environments on learners and build their capability into their research design (p. 67).... What we will find depends largely on what we learn to look for (p.61).

Working from the premise that teaching "is a multidimensional act that fits in a multidimensional context to produce multidimensional learners," Joyce discusses a number of issues that needs to be dealt with and proposes a systematic program of research to arrive at "multidimensional truth."

Popham (1973) suggests that competencies should be limited in teacher education programs. He cites a few important competencies. Competencies of importance are: (1) Teachers must be able to achieve prespecified instructional objectives with different kinds of learners. (2) Teachers must be able to select and generate defensible instructional objectives. (3) Teacher must be able to detect anticipated effects of their instruction. While these are no doubt important competencies, how does a teacher acquire them? It seems that clear enabling objectives must be specified.

Baker and Schutz (1972) present a format for research and development programs in education that can be followed relatively easily by the novice interested in developing a program. This procedure represents a simplification of that used by Southwest Regional Laboratory for Educational Research and Development. For the interested person with little knowledge of the field, it provides an excellent starting point. This book contains sections on: (1) the selection of appropriate variables (or competencies); (2) the writing of a research proposal; (3) selection of appropriate statistical procedures; and (4) designs for school research and the writing of a research proposal.

Hood and Blackwell (1974) have described in detail the derivation and assessment of competencies and some of the problems encountered by the Far West Consortium for Development, Research and Evaluation Training in their development of a CBTE program.

Gage (1974) has written a paper including a discussion of the evaluation of instructional strategies in teacher education programs. Making the distinction between "knowing that" and "knowing how," Gage discusses three little known and understood criteria for assessing instructional strategies in the "know how" realm: "(a) the use of criteria at various levels of the continuum of immediacy-ultimacy, (b) the use of unobtrusive measures, and (c) the use of factorial designs" (p. 181).

When competencies are developed with assessment considerations built-in to the research design, some of the problems of evaluation are abated. Competencies that are operationalized, methods of competency evaluation, and criterion levels of performance can be predetermined. The problem of working with student teachers and aiding them in attaining desired competencies still exists, however. A number of people have suggested that supervising teachers who work with student teachers in actual classroom settings require extensive training also. Boyan (1974), for example, has written a paper which focuses on a training program for supervising teachers. The training program yields results in the areas of observing, prescribing and counseling.

Merrit (1972) has suggested that prestated objectives are helpful to <u>both</u> the supervising teacher and the student teacher in aiding the student teacher in attaining desired objectives:

Performance objectives and the ten classifications of behavior enable the student to analyze the whole role of the teacher and decide where his university classroom experiences fit. These objectives help to orient the student teacher to the role of teachers, enable him to interpret the behavior he observes , and help him to act in response to his observations. Performance objectives also serve as a planning guide for supervising teachers enabling them to help the student see the total picture of the teacher's role. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activites, perceive behavior, and assess performance. (ERIC ABSTRACT) (ERIC ED 065 475).

Objectives serve to clarify the task of teacher education and serve to clarify "in class" teacher performance for all parties involved. Evaluation is ongoing and identifies which objectives have been achieved and areas in which more work is needed.

Evaluation of Instructional Materials, Units and Other "Products"

Within the context of competency based or performanced based programs, learning or instructional units are often used. These units - often referred to as modules - also require careful and systematic development and evaluation. This area, like that of assessment of teacher competence and program success, is in its infancy.

Wile (1974) has written about product evaluation where:

Product refers to an instructional unit in print or non-print format. Product evaluation relates to the process of determining the merit of such instructional materials from a quality control point of view. Formative components refer to the activities of collecting and analyzing evidence concerning the value of the products while they are in the developmental phases. At this stage, information is fed back to the designers of the materials, this is prepublication evaluation. Summative componets are viewed as the evaluative activities conducted on the final version of the product (p.2).

Whether the product is an instructional unit, as it is in this case, or some kind of outcome measure such as student achievement to assess teacher success, the evaluation process is much the same:

(a) formative evaluation involves ongoing analysis during developmental phases, and (b) summative evaluation is a final analysis of the success or value of the program or product.

Tyler and Klein (1974) provide a very helpful checklist containing recommendations for what should be included in instructional material - specifying essential, very desirable and desirable. This list should be particularly useful during the formative stages of development and evaluation.

Smith and Orlosky (1973) discuss the importance of clearly stating concepts for the development of protocol materials. They suggest that it is necessary to determine the conceptual domain from which the concept arises and to analyze the concept linguistically. In that a behavioral definition is the ultimate goal, the developer should always be attempting to get at observables.

Baker (1973) presents a comprehensive picture of the state of affairs in product development. She briefly discusses the history of educational development and, in detail, points out present procedures in product development. A thorough description is given of each step of development with reference to and discussion of pertinent works in each area - entry behaviors, performance and prototype specifications, field testing etc. Alternative development procedures are presented, as well as a discussion of organizational concerns. Existing frameworks of development are considered with suggestions of the directions in which the field of educational development and evaluation need move.

Kapfer and Ovard (1971) present an instructional guide for aiding teachers in developing their own "individualized learning packages" for their students. The book contains several learning

units in which the components of indiviulized instruction are delineated. The authors discuss the use of evaluation within the classroom in aiding teachers in diagnosing the indiviual learning needs of their students.

Banathy (1974) has prepared a module that is helpful in acquiring an understanding of one way of developing an instructional product. It contains an introduction, two learning episodes on constructing a product, a case study, a summary section, and a workbook and module test on product construction.

Kay and Anderson (1974) present the task of developing and field-testing a module. They list the five elements of a module: (1) overview; (2) objectives; (3) pre-assessment; (4) enabling activities, and (5) post-assessment. The CUNY-CBTEP Module Project is dicussed and the necessity of the field testing phase to answer important questions is stressed.

There is still a great deal of good research needed in the field of evaluation of competency based teacher programs and educational products before reliable assessment tools will be available. However, the guidelines for the development of such techniques are now available and can be systematically explored by those wishing to evaluate educational programs and products.

Table I

An Abridged Program and Product Evaluation Checklist

Scriven (1974) has suggested an evaluation checklist containing 13 points which is useful for the evaluation of many products and programs. He suggests a 5 point scale for rating each of these areas.*

1) "Need" - There should be a justifiable need for the program or product.

2) "Market" - There should be a feasible dissemination plan included in the development of a product.

3) "Performance - true field trials" - True field tests (without special assistance) should be carried out.

4) "Performance - true consumer" - Data should be collected for the various groups who will use or be affected by the program or product.

5) "Performance - crucial comparisons" - Comparisons should be made with truly competitive programs and products.

6) "Performance - long term" - Follow-up data should be collected.

7) "Performance - side effects" Side effects should be systematically investigated throughout and after the "treatment".

8) "Performance-process" Process investigation should be carried out to determine if the product of program does what it claims to do.

9) "Performance-causation" It should be demonstrated that the results or"treatment effects" are, in fact, attributable to the program or product.

10) "Performance - statistical significance"

11) "Performance - educational significance" It should be demonstrated that the results are real educational gains.

12) "Cost and cost effectiveness" The cost should be carefully analyzed and compared with competitive products or programs.

13) "Extended support"

*For complete checklist see:

Michael Scriven, "Standards For Evaluating Educational Programs and Products" in Gary D. Borich (Ed.) Evaluating Educational Programs and Products. Englewood Cliffs, N.J.: Educational Technology Publications, 1974, (15-21)

Table II

Suggested Categories for Rating Instructional Materials and Programs

Tyler and Klein (1974) have suggested categories which are useful for rating educational programs and products*. Their recommendations include:

I. Rationale

II. Specifications

III. Appropriateness

IV. Effectiveness

V. Conditions

VI. Practicality

VII. Dissemination

*From Louise L. Tyler and M. Frances Klein, "Evaluation Within The Context of Curriculum Development and Instructional Materials" in Gary D. Borich (Ed.) Evaluating Educational Programs and Products. Englewood Cliffs, N.J.: Educational Technology Publications, 1974, (p. 120-137).

SECTION II

Part I. - Theoretical and Philosophical Issues: Models and Strategies

Adleman, Howard S. Competency-Based Training in Education: A conceptual view. Riverside, Calif.: University of California, 1973. (ERIC Abstract, ED 090 214).

This document is one in a series of monographs that present concepts and practices reflecting an analysis of programs to prepare general and special education personnel. This monograph presents a conceptual model of the seven major phases and tasks involved in planning, implementing, and evaluating personnel preparation programs in the field of education, including a) the formulation of the program rationale, b) curricular planning, c) evaluational planning, d) administrative planning, e) instructional planning, f) program implementation, and g) program evaluation. Also presented are some views on how prototype programs might be developed, disseminated, installed, and maintained. Six appendixes include information concerning recruiting and maintaining education professionals, implications for the preparation of teachers, and criteria for admission to preparation programs and accredited professional standing. Bibliographic references follow each chapter and tables are presented throughout the document. (PD)

Andrew, T. E. Assessment.
New York State Education Department., Albany Division of Teacher Education and Certification:, State University of New York Albany, 1974. (ERIC Abstract, ED 102 200).

"The Role of the State in Performance-Based Teacher Education-Certification by Robert Roth creates a context for viewing how state agencies are approaching performance education. Peter Airasian then explores the value questions that are at the heart of evaluation issues. Fred McDonald looks at "The State of the Art in Performance Assessment." and Barak Rosenshine lists recommendations concerning the research dilemmas. James Popham, in three papers, touches on the problems of selecting assessment systems, developing performance tests, and identifying minimal competencies. Del Schalock then details what occurs when "Moving from Conceptualization to Practice in Assessment." Concerning costs and teacher concerns, two educators, Bruce Joyce and Herbert Hite present their conclusions. Beatrice Ward discusses the cost factors involved in developmental work at the Far West Regional Laboratory. Finally two teachers, Sandra Feldman and Bernard McKenna, note their interest in the potential of performance-based teacher education and reveal their most serious concerns. (RC)

Aubertine, H. E. PossibleGuidelines for Assessment of P.B.T.E. Program for applying for funding. (ERIC Abstract, 100859)

In this document, the author lists nine things he would look for in a performance-based teacher education (PBTE) program requesting funds for implementation. The nine items are: (a) in addition to a brief statement of rationale, a fairly explicit statement of total program goals including competencies a teacher candidate would be expected to achieve by the conclusion of the program; (b) a statement of criteria for admissions into the PBTE program and a description of machinery for processing applications; (c) a statement of criteria for retention within the program, other than competencies of teaching described in a previous section; (d) a description of an explicit system of formative evaluation of a program under evaluation; (e) a precise statement of sudent teaching or internship experience in specified school districts;

(f) a precise statement of the program's budget for implementation by years; (g) evidence of community support and knowledge of the program, particularly by the participating school districts; (h) evidence that the designated state agencies have been contacted and are knowledgeable about the project and that all legal hurdles and obstacles have been cleared; and (1) evidence that the appropriate professional organizations have been informed and support the program. The document lists these items in outline form and provides examples. (JA)

Austin, Mary C. Evaluating the Effectiveness of University Programs for Teacher Education. Reading Association World Congress on Reading (5th Vienna, Austria, August 12-14, 1974). (ERIC Abstract, ED 095 499).

This paper suggests a number of steps for evaluating the effectiveness of teacher education programs. The contents include: "Introduction," which looks at studies documenting the need for improved teacher education, educational accountability, and ten models for teacher preparation; "Role of the University in Teacher Education," which discusses the cybernetic principles of task analysis and instrument analysis for evaluating teacher education programs; "Leads to Marked Program Improvement," which emphasizes the importance of professional organizations setting standards which novice teachers are expected to meet, college educators suggesting changes for undergraduate courses, school systems communicating their expectations in the preparation of teachers, and colleges adopting competency-based teacher education programs for the realization of long term and short term goals; and "Conclusion," which stresses that the validity of a teacher education program is determined by the performance of teachers in the classroom. (WR)

Baker, Eva. The Role of the Evaluator in Instructional Development. In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

Baker discusses the importance of both internal and external formative evaluation. Internal evaluation is done by the instructional development staff and deals with: 1) data related to the adequacy of learning; 2) data related to satisfaction provided by the program; and 3) records of side effects. External evaluation is done by an outside individual who then: 1) collects data regarding the process and operations of the project staff; 2) judges the suitability of criterion measures; 3) judges the adequacy of program content; and 4) assesses side effects.

Baker, R.L. and Schutz, R. (Eds.) Instructional Product Research. Regional Laboratory for Educational Research and Development. New York: Van Nostrand Reinhold Company, 1972.

This book presents a format for research and development programs that can be followed relatively easily by the novice interested in developing educational products. The procedure represents a simplification of that used by the Southwest Regional Laboratory for Educational Research and Development. For the interested person with little knowledge of the field, it provides an excellent starting point. The book contains sections on: 1) the selection of appropriate variables; 2) the writing of a research proposal; 3) selection of appropriate statistical procedures; and 4) designs for school research and the writing of a research proposal. The book also contains an easy-to-follow article describing how to use library computer programs for statistical analysis.

Berger, Carl F.; Roderick, Stephen A. CBTE: A Critical Look. Evaluating and Assessing Competencies for Elementary Science Education. Paper presented at the Annual Meeting of the American Educational Research Association Washington, D.C. March 30-April 3, 1975. (ERIC Abstract, 109 170).

Groups of teachers in and around Ann Arbor, Michigan identified 143 characteristics a competent elementary school teacher should have in order to teach science. When teacher educators were asked to rate these competencies major discrepancies became obvious. Teacher educators placed a very important value on competencies which were rated low or as having no value by practicing teachers. Such differences in perception become critical when practicing teachers evaluate the performance of student teachers whose goals are more likely to be those advocated by teacher educators. Further, teachers and teacher educators differed significantly in their estimations of when a competency should be attained. Three conclusions can be drawn from this preliminary research: (1) Teacher educators appear to attach less importance to classroom discipline and record keeping and more importance to working with students; (2) Teacher educators appear to believe that competencies should be attained earlier in the student's career; and (3) The differences found between teacher and teacher educators indicate that assessment of the competencies themselves is as important a task as assessing student's attainment of the tasks and should be included in any competency based program. The 143 competencies are included in the Appendix. (EH)

Bergquist, C.C. and Graham, D.L. Methodological considerations for the validation of teacher competencies. AERA 1975.

The validation of teacher competencies and the evaluation of teacher performance were identified as 2 of the primary concerns of PBTE. Consideration was given to methodological problems associated with such factors as: unavailability of suitable control groups, small sample sizes, use of individualized instructional strategies, and criterion-referenced measurement of student performance. The inadequacies of traditional experimental designs and correlational methods for such situations were discussed. Finally, the adaptation of multiple baseline designs and multiple time-series designs was presented as a potential alternative to the more traditional methodological approaches.

Berly, Ernest. The State of the Art of Competency-Based Teacher Education. A Review of Selected Literature. Prepared for the Southern States Work Conference Daytona, Florida, June 1975 (ERIC Abstract, 100 900).

This paper provides a background of the major issues and concerns associated with the concept of competency-based teacher education (CBTE). The tenor of the literature reviewed ranged from confidence in the concept as a catalyst for rebirth in teacher education to widespread pessimism because of inadequate research to justify such a movement. This paper consists of five component parts.

(a) "An Overview of Teacher Education," which reveals the absence of any single best approach to teacher education; (b) "Salient Features of CBTE," which describes the competency starategy, (c) "Research and CBTE," which denoted the weak knowledge base associated with the movement; (d) "Evaluation and CBTE," which divulges the rethinking needed in the evaluation phase; and (e) "Other Issues and Concerns." A sample list of teaching characteristics and behaviors, identified by a group of teacher trainers, concludes this papers. A 16-item bibliography is included. (Author)

Bertram, Charles L. and Childers, Robert, D. A Multistage Model for Evaluating Educational Products.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Product: Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

The authors present a model for evaluating a product through the different stages of development. The stages they examine are goal refinement and formulation, organization of measurement procedures, data collection, analysis and reporting.

Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

This book is about how to develop and how to evaluate educational programs and products. The author divides the evaluator's work into three activities: establishing perspective, planning the evaluation and analyzing the data. The book is divided into three sections. In Part I: Roles and Context, the various settings in which the evaluator commonly works and the many roles he performs are identified. After the evaluator chooses an appropriate role in relation to the context in which he will work, he must decide upon a model or strategy to guide his evaluation. The content is covered in Part:II Models and Strategies. Part III of this book: Methods and Techniques, deals with the problem of collecting and analyzing evaluation data.

Borich, Gary D. and Drecek, Stern F. Evaluating Instructional Transactions
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

The author deals with formative evaluation - a process for refining a program. They suggest the development of the "formative, why model" for defining instructional transactions and their implementation. It is a step -by-step procedure to separate program impementation from concomitant variables which can interfere with program implementation and criterion performance.

Butman, Jean W. and Fletcher, Jerry L. The Role of the Evaluator and Developer in Educational Research and Design.
In Borich, Gray D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

Butman and Fletcher stress the importance of the evaluator and developer working together in developing a program. They discuss the kinds of evaluation which must occur in each stage of development. Both the effect of a product and its content or utilization must be evaluated.

Carter, Wayne E. A Taxonomy of Evaluation Models: Use of Evaluation Models in Program Evaluation. Paper presented at the Annual Meeting of AERA, Washington, D.C. April, 1975.

The purpose of this paper is to develop a taxonomy of evaluation models for use in evaluating educational programs. "The models considered in this paper are those based on the Stufflebeam-Phi Delta Kappa National Study Committee on Evaluation definition of education evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The article points out the many similarities among the different models, as well as the strengthes and weakness of each.

Clark, D. Cecil. Preordinate Models of Product Development: Implication for Alternative Approaches to Evaluation (Or, How to End Up Undernourished). Paper presented at AERA National Convention, Chicago, April, 1974.

The author presents a model. It stresses that an advance decision should be made on what the final product should look like. Once the model has been defined, prescriptions can be made. Evaluation should involve the assessment of attainment of critical properties. The model is isomorphic in that it involves the selection of only those critical properties that can be evaluated. It is limited in their sense. The model can be enriched by counter balancing its prescriptive power with evaluation feedback and by learning critical properties at a somewhat heuristic level.

Competency Assessment, Research, and Evaluation. A Report of National Conference, March 12-15, 1974. Available from National Dissemination Center for Performance Based Education, Syracuse University, Syracuse New York 13210.

This proceeding is probably the best single compilation of thinking on competency assessment, research and evaluation that is currently available. Contains papers and tasks force reports in six pertinent areas: Framework for Research and Development, Assessing porfessional competencies, program effectiveness, effectiveness of instructional strategies, social context, and institutional change. Some chapters are listed separately in this bibliography and some are referred to in the text of the paper.

Cook, Fred S. : And Others A Working Model of: A Competency-Based Teacher Education System. Wayne State University., Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973 (ERIC Abstract 077 870)

This document describes the instructional and the management information aspects of a competency-based education system. The discussion revolves around an explanation of the principles upon which the model is based, a description of the model itself, and an explanation of the developmental processes used to bring the system into fruition. (Author/JB)

Davies, I.K. and Davis, R.W. Post-instructional measure of achievement for measurement and testing for developers and evaluators, Module 5.2 San Francisco, Calif.: For West Labortory for Educational Research and Development, 1974. (ERIC Abstract 077 870)

This is a questionnaire which aides an individual in grading his or her level of knowledge about measurement and testing. It contains the kind of knowledge that is necessary for product evaluation.

DeMarte, Patrick J. : And Others Evaluation of a Parity Model Competency-Based Teacher Education Program in Science Education April 1974 (ERIC Abstract 091 209)

Presented is a discussion of the evaluation of a parity model, competency-based teacher education (CBTE) program in science education. The evaluation design seeks answers to six questions: (1) Does a competent teacher emerge from the program? (2) Is the program valid with respect to the Concerns Model postulated by Fuller's work? (3) Do the individual instructional components meet their stated criteria? (4) Are the program components arranged for optimum learning?

(5) Is the preassessment valid for placement of students in the program? and (6) What is the place of parity (consensus of teachers, school administrators, students, public, and college faculty) in a CBTE program? This paper consists of project research design problems and considerations. Complete case data will not be available for four to six years after the first students have entered the program because of the time needed for the students to complete the program and gain experience as classroom teachers. The authors are concerned that the data system remain intact for a minimum of 10 years to collect necessary data on several classes who complete the CBTE program and teach for two or more years. (Authors/PEB)

Dickson, George E. (ed.) Research and Evaluation in Operational Competency Based Teacher Education Programs, College of Education Educational Comment, The University of Toledo, 1975.

This publication is a compilation of papers that were presented at a conference organized and held by the College of Education, The University of Toledo in November, 1974. It includes two conceptual models, four papers on needed support systems and a concluding paper outlining the needed steps to create a research and evaluation system for CBTE.

Dickson, George E.; and others Early Childhood Education and Competency Based Teacher Education. June 1973. (ERIC Abstract, 087 746)

This document considers the relationships between competency-based teacher education (CBTE) and early childhood education (ECE) and examines the implications of these relationships. CBTE is defined as follows: its objective is to specify competencies; it applies systems theory; and it features personalization and individualization, instructional modes and management and evaluation procedures. These components are then viewed from the perspective of ECE and are found to be well in keeping with its ideas (e.g., the stating of goals and objectives in ECE dates back to such pioneers as Froebel and Montessori). It is stated that incorporating the assumptions of ECE and CBTE will result in many major changes in early childhood teacher preparation programs. One of these proposed changes is that students will work with young children throughout the entire program rather than for a few weeks during the student teaching experience. Personnel role changes also, it is stated, will be great to suit the needs of CBTE. The document then reviews some ECE programs that have CBTE implications and cites the Ohio (Toledo) Model (1968) as having been a previous, serious, all-inclusive attempt to wrestle with the problem of educational change. (JA)

Drummond, William and Others: American Association of Colleges for Teacher Education, Performance-Based Teacher Education: A 1975 Commentary. Washington August 1975 (ERIC Abstract 110 444)

The observation of the American Association of Colleges for Teacher Education Committed on Performance Based Teacher Education (PBTE) on the state of the art of PBTE in 1975 are presented in this publication. The Committee states that PBTE may be defined as a process for improving the preparation and development of educational personnel. This process includes the following operations: (a) the basis for decision making about development and implementation is clearly defined, (b) outcomes for students and programs are specifically and operationally defined, (c) program design is congruent with both student and program outcomes, (d) student and program outcomes are evaluated periodically, and (e) operations within the process are revised and/or specifications are changed according to feedback from the evaluations.

This report discusses the following three areas in which issues and problems in PBTE have been clearly enunciated; (a) the lack of an adequate knowledge base for designing teacher education programs (b) the lack of procedures and instrumentation required to evaluate the performance of practitioners, and (c) the lack of sharing in decision making in educational development. The Committee also voices concern in this report over (a) the way in which PBTE is currently being viewed and implemented, (b) competencies, (c) instructional programs, (d) assessment and feedback (e) governance, (f) research, (g) program organization (h) staff development, (i) initiation of PBTE programs, and (j) narrowness in the application of a performance based approach. (MK)

Edwards, Keith J. Summative Evaluation: Some Basic Considerations.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products:
Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

Edwards views research and evaluation as being clearly related and he demonstrated this relationship. He presents a technique for sample selection and he illustrates the use of multiple regression for evaluation.

Eichelberger, R. Tony Evaluating Ongoing Instructional Programs.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products:
Educational Technology Publications, Englewood Cliffs, N.J. 07632 1974

Eichelberger discusses ongoing evaluation techniques. He reviews the importance of correctly defining and measuring variables and demonstrates correlational techniques in evaluation.

Gaines, W. George What Focus in the Measurement of Teaching Competency?
Paper presented at the Mid-South Educational Research Association
(ERIC Abstract 092 571) 1973

This paper deals with the question of what should be the focus of measurement in a competency-based teacher education program. Two modes for measuring teaching competency, product measurement and process measurement are contrasted and discussed. Product measurement focuses on changes in pupil behavior brought about by the teacher while process measurement focuses on the teaching act itself. (Author)

Garman, Noreen A Mastery Model of Evaluation as a Strategy for Developing Professional Teaching Competencies.
April 1975 Note: 430.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 April 3, 1975) (ERIC Abstract 109 172)

The primary focus of the study is an instrument (developed in the public school setting) entitled, "Professional Teaching Competencies," which clusters interrelated planning and implementation competencies around instructional roles of the teacher. The concept, "Stages of Mastery," is used as the evaluation method. The study summarizes data related to the development of the insturment, problems with implementation and its effectiveness as a strategy for developing teaching competencies in two graduate internship programs. The instrument has been adapted for use in professional staff development by four Pittsburg-area school districts (Author).

Georgia University Athens. Division for Exceptional Children. The Rutland Center: A Model program of Teacher Training and service for Children with Severe Emotional and Behavioral Problems. November 1973

The Rutland Center project is a combined teacher training-service model for the education of children with severe emotional and behavioral problems from 2-14 years of age. The model has several unique features: a) a new social-emotional curriculum (Developmental Therapy) for emotionally and behaviorally disturbed children, which uses normal developmental milestones as a guide to teaching by objectives; b) a performance-based team teaching model with three clearly specified roles (psychoeducational services to children and families; professional, paraprofessional, and volunteer training; and technical assistance) for which trainees are prepared by sequential assignment in each role; c) a highly functional evaluation system which is criterion referenced to Developmental Theory and with which trainees learn to evaluate each child's progress in the developmental curriculum, thereby using evaluation procedures to obtain ongoing feedback into the teaching process; d) a series of audiovisual training packages enabling individuals to learn the model at their own rate and at locations away the center. (This document includes a summary, case study, and appendixes from with letters and evaluative data.) (Related document is SP 007 581.) (Author/JA) (ERIC Abstract 087 702

Glaser, R. Instructional technology and the measurement of learning outcomes: Some questions, American Psychologist, 1963, 18, 519-521.

Glaser discusses the important differences in item-selection and construction of instruments for assessment of learning when the concern is criterion-referenced as opposed to norm-references. It is suggested that achievement measures which are correctly used are mostly norm-refernced. They are, therefore, inappropriate for modular and mastery approaches which must assess entering behavior and terminal behavior of individuals in order to make the required instructional manipulations.

Glick, I. David; And Others Prevention of a Second Orthodoxy through Consensus Building and Conflict Resolution. (ERIC Abstract 099 379 197

This monograph suggests how colleges of teacher education that are attempting to develop and implement a perforamance-based teacher education (PBTE) program may avoid formulating one that is simply a new orthodoxy. Referring to the experience of the Department of Secondary Education at the University of Toledo as an example, the authors describe the nature of their PBTE program and point out their attempts to avoid the rigidity which may be a by-product of any effort to formulate and empirically validate a PBTE program. In addition to providing an overview of the program, the authors examine and discuss three areas in which contingency plans must be formulated in order to prevent the ascendency of a second orthodoxy. These areas are the philosophical foundations of PBTE, priorities and directions for validating a PBTE -and field-based research as the bench mark of PBTE. (Author)

Harste, Jerome C. ; And Others Toward Validating Reading Teacher Competencies. Indian University, Bloomington, School of Education. (ERIC Abstract 109 654)

Two studies are reported which represent an attempt at operationalizing the first step of a seven-step strategy for validating reading-teacher competencies. That step is to develop a procedure whereby the profession might indentify the components of reading maturity at various levels. The paper discusses and explores the following three assumptions which underline the first step and on which the viability of the model depends: (1) agreement among groups of reading educators is possible; (2) pupil outcomes can be indentified which are acceptable to reading educators; (3) once indetified, these outcomes can be ordered as to their saliency at various reading levels. In the first study , 13 reading professors at a midwestern university were polled. Twelve pupil outcomes were generally accepted and ranked with the broad areas of attitude and comprehension considered most important to reading maturity as pupils exit from elementary school. When primary and intermediate reading teachers were polled, they too accepted the 12 pupil outcomes, were able to rank these outcomes, and were in general agreement withing their subgroup. However, elementary teachers ranked decoding skills as most important. (MKM)

Hauke, R.N. and Others. The design of evaluation instrument. Module 5.3 San Francisco, Cal.; Far West Labortory for Educational Research and Development, 1974.

This module contains an introduction two learning epidoes: 1) Criterion referenced evaluation instruments - stressing the differences between product evaluation and performance evaluation; 2. The design of self report evaluation instruments; a bibliography of relevant readings a workbook, and an end-of-month test.

Hawthorne, Phyllis Characteristics of and Proposed Models for State Accountability Legislation. April 1973 (ERIC Abstract 078 514)

The first part of this report highlights what is required in the legislative language of statutes enacted by various States by identifying their specfic characteristics in a series of tables. Discussion of these characteristics and comparison and comments on omissions and trends are presented in the text. The second part of the report consists of "model acts" that illustrate a format for four accountability and assessment laws, along with suggestions for their implementation by administrative codes. The acts have been placed in four categories for purpose of discussion under the headings (1) State testing, assessment, and evaluation programs; (2) educational management methods; (3) performance-based evaluation and certification of professional personnel; and (4) California's statute authorizing performance contracting. The model legislation is designed to provide a firm foundation of legislative intent with a minimum enacted of adiministrative and operational structure that would constrain the State education agency in its planning and development of adopted accountability plans or models. Related documents are ED 069 048-050 and EA 005 080. (Author/JF)

Hinkemeyer, M. Thomas Let's Give Competency Based Teacher Education a Chance (ERIC Abstract 121 184)

A discussion of the major criticisms leveled against Competency Based Teacher Education, and attempts to show that CBTE is suffering no more than previously proposed innovations. (Author)

Houston, W. Robert, Ed.; Howsam, Robert B., Ed. Competency-Based Teacher Education; Progress, Problems, and Prospects. (ERIC Abstract 074 017)

This volume is an outgrowth of the 1971 conference on competency-based teacher education at the University of Houston. The authors deal with topics which concern the conference participants. The topics include a) change and challenge in teacher education, b) explicit objectives, c) curriculum design d) evaluation of teaching behavior, e) consortia, f) implementation of teacher education programs, g) certification, and h) national priorities and commitments. Reference notes follow each topics. (BRB)

Houston, W. Robert, Ed. Exploring Competency Based Education. (ERIC Abstract 092 483) 1974

This book, which is divided into five parts, is a compilation of literature on Competency Based Education (CBE). Analytical examinations are presented by advocates and critics in the field. Part 1, entitled "The Essence of the Approach," explores the basic meaning of CBE giving several definitions, tracing its psychological and theoretical bases, speculating on several misconceptions about the movement, and examing individualized and humanized education. Part 2, entitled "Critics' and Advocates' Appraisal," evaluates basic concepts of CBE. Part 3, entitled "Models for Competency Identification," describes several models for identifying competency, including a process from alternative models of teaching, a model of professionalism, and a task analysis of teaching and the judgment of classroom teachers and supervisors in specifying competencies. Part 4, entitled "Competency Evaluation," considers the basic dimensions of assessment and evaluation for student achievement and program effectiveness. Part 5 entitled "Changing American Education," examines fundamental notions of the institutional process change. (A 700-item bibliography is included.) (Editor/PD)

Houston, W. Robert; Jones, Howard L. Three Views of Competency-Based Teacher Education:II University of Houston. CBTE Applying Systems Theory to Program Design. (ERIC Abstract 100 811)

An overview of the competency-based teacher education (CBTE) program at the University of Houston is provided through a "walking tour" of its facilities and a presentation of the program rationale and design. Part 1 presents sketches of brief scenes in the college of education and an elementary school where students complete their field experiences. Part 2 consists of the rationale and design of the program, which is based on five assumptions, namely, that (a) the teacher is a liberally educated person with a broad background in his teaching field; (b) the teacher reflects in his actions that he is a student of human behavior; (c) the teacher makes decisions on a rational basis; (d) the teacher employs a wide variety of appropriate communication and instructional strategies; and (e) the teacher exhibits behavior that reflects professionalism. The 16 major areas of competency generated from these assumptions are described. The CBTE program at Houston is wrestling with the problem of evaluating attainment of competency, but it is indicated that assessment does occur in the normal course of instruction. (HMD)

Katz, Douglas S. and Morgan, Robert L. The Holistic Strategy for the Formative Evaluation of Educational Programs.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632

Katz and Morgan suggest developing a descriptive model of a program before it is implemented. They suggest a model which contains eight different components.

This is to be followed by a formative evaluation consisting of several different stages. In addition, the chapter contains a comprehensive summary of the steps involved in the total program evaluation.

"Readers who are in need of placing formative evaluation activities within the context of state and local agencies will find the authors' system approach valuable." (Borich)

Kaufman, Barry A. Philosophical and Psychological Rationale for Competency-Based Teacher Education. (ERIC Abstract, 074 049)

In reviewing the development of competency-based teacher education emphasis was placed on philosophical and psychological rationales and acquisition of knowledge in teacher education programs. Competency-based teacher education programs broaden this scope to include the application of this knowledge to actual learning situations. The psychological rationale stresses the manner in which individuals learn, as well as behavioral objectives. The concern for behavioral objectives provides the impetus to specify and measure specific learning outcomes. Systems analysis emphasizes the purpose, and components of teacher education. Competency-based teacher education programs also broaden this spectrum to include the necessity of evaluation in the program. Further research is needed. (Thirteen references are included in the paper.) (BRB)

Kelley, Edgar A. Three Views of Competency-Based Teacher Education: Phi Delta Kappa Educational Foundation, Bloomington, Ind. 1974 (ERIC Abstract 100 812)

This booklet approaches the question of whether competency-based teacher education (CBTE) and performance-based teacher education (PBTE) can foster meaningful change in teacher preparation programs. The following sections are included: (a) CBTE background and definitions of related terms: (b) a differentiation between PBTE and CBTE, with PBTE seen as providing teacher education candidates with specified teaching behaviors to be demonstrated and CBTE seen as assessing preservice candidates on the basis of the results they are able to obtain with elementary and secondary school students: (c) an exemplification of issues with the Nebraska University Secondary Teacher Education Program (NUSTEP) including objectives, instruction in NUSTEP, learner assessment and evaluation, program assessment and evaluation, and promises and problems for NUSTEP; and (d) the challenge for teacher education, which encompasses assumptions for CBTE,,program development, and promises to be achieved. The prognosis for establishing CBTE is not favorable since teacher preparation programs may continue to be based on unsupported assumptions and beliefs about the knowledge or behaviors that teachers should have. It is felt that little effort will be expended in identifying the relationships between teaching skills and the learning outcomes obtained by the pupils. (JCW)

Kelley, Edgar A.; Zimmer, John W. NUSTEP, A Performance-Based Teacher Education Program: The First Four Years, 1969-1973. February 1973 University of Nebraska, Teachers College, Lincoln, Nebraska (ERIC Abstract 077 856)

Research evaluating the Nebraska University Teacher Education Program (NUSTEP) is included in this document. Areas of focus are a) the effects of the program on objectively rated academic performance, b) participant attitudes, and c) the effects of the program on generating research. Presented results are shown to indicate that NUSTEP students prefer the theoretical portion of the program as opposed to the practicum training sessions and that NUSTEP-trained teachers demonstrate a greater ability to produce pupil achievement. Research programs currently under development are presented in the remainder of the paper. (JB)

Lickona, Thomas An Open, Person-Centered Approach to Performance-Based Teacher Education. State University of New York, Cortland College at Cortland. April 1973 (ERIC Abstract 092 212)

This paper discusses the philosophy, objectives, and evaluation criteria of a competency-based teacher education program in early childhood education. The program was established in the belief that a good teacher education program should develop a new view of what the schools are for, a new sense of personal worth and personal control in the teacher, and a new vision of a more humane society. The course work in this early childhood teacher education program is defined by the following features: students direct their own learning; courses are practicum-centered, performance-based, and developmental; and the classroom supports the development of teachers who are open to change in themselves and others. Built into the teacher education model is a support system for teachers in the community consisting of graduate fellows in the program who teach part time in their homes schools. Program evaluation consists of regular feedback from staff and students, comparative evaluation of the new teacher education courses as compared with more traditional courses and use of an Open Classroom Observation Inventory designed to document the degree of openness in a teacher's classroom. (CS)

Lorber, Michael A. Computers Help 2000 Students Self-Pace Their Learning. Illinois State University Normal College of Education. April 1973 (ERIC Abstract 087 427)

Illinois State University operated a self-paced, competency-based teacher education program known as the Professional Sequence. It is based on the General Model of Instruction used at other universities and is organized around a series of self-instructional packages. Student progress is charted by a set of computer programs called the Surveillance System which provides daily and weekly feedback. These programs also report grades and registration information and provide data to assist faculty in evaluating and modifying the instructional packages. Students are also able to use the Pyramid System to work with audio tapes and tape-slide sequences; the system tracks program utilization and its 12k Nova control unit can process computer-assisted instructional programs. The self-pacing of programs by 2000 students is made possible by extensive use of computers. To the extent that allowing students to set their learning rates and select from a number of instructional modes humanizes education, computers enable the Professional Sequence to make learning more efficient and humane. (Author)

Mahood, Wayne Experiences in Developing a Competency-Based Teacher Education Program for Social Studies. November 1973 (ERIC Abstract 088 774)

The experiences gained in developing a competency based teacher education program (CBTE) for secondary social studies are related in this speech. The program originated from the following needs: to revamp the traditional education program; to develop an experiential base reflecting the realities of public schools; to examine various models of teacher education; and to specify more precisely the outcomes sought. The results of the program thus far are described as constituting a first step toward a final CBTE program. The bases for the program were a Concerns Model, a setting appropriate for teacher education, the allowing of education students into schools as soon as possible, and the specifying of performances sought in measurable terms. It is admitted that performance objectives, but not genuine competencies, have been specified. An external monitoring or evaluative scheme was not implemented at the inception of the program, although data collected does reveal patterns in the areas of student performances, attrition rate, and placement success. Critical problems which remain are identifying and specifying competencies and assessment procedures, counseling and screening functions, developing a positive self-concept to deal with values in the social studies, and placement in public schools for student teaching. References are included. (Author/KSM)

Marshall, Hermine H. Evaluation of Teacher Education Programs: Issues and Rationale. December 1974 (ERIC Abstract 102 159)

This paper looks at the issues and problems involved in the evaluation of competency-based teacher education programs. A major fallacy of CBTE programs is that they are based on the following implicit assumptions which have little theoretical or empirical support: (a) that there is much more agreement than the literature indicates on the goals and purposes of education. the competencies derived from these goals, and the timing and sequence of pupil competencies: and (b) that is a specific set of goals and objectives could be agreed upon, a valid set of corresponding teacher competencies could then be derived which promote these objectives. Evaluation of CBTE programs presents a second series of problems which include level of competence measured, the relationship of the measure to the particular competency, quality of the evidence, and isolation of factors which contribute to the achievement of the competencies. Despite these limitations, the University of California at Berkeley CBTE Programs will attempt to evaluate their programs in terms of the achievement of objectives and competencies, ongoing processes by which objectives are achieved, unplanned outcomes, and student background. This information will be analyzed and summarized in periodic reports. (PB)

Merwin, Jack C. Performance-Based Teacher Education. Some Measurement and Decision-Making Considerations. American Association of Colleges for Teacher Education, Washington, D.C. (ERIC Abstract 077 892) June 1973

The Committee on Performance-Based Teacher Education (PBTE) of the American Association of Colleges for Teacher Education reported that adequate evaluation is critical to the success of PBTE. Some basic measurement and decision-making concerns are crucial to such an evaluation. Essential is a list of competencies. Problems in assessing attainment of these competencies include enviornmental factors, time factors, characteristics of both the pupils and the type of learning involved.

But even in the lists of competencies already available, there arise questions as to exactitude of terms, as to whose performance, the teacher's or the pupil's, is being assessed, and as to the ability to assess behavior at all. Above all, it is important to establish a relationship between teacher performance and changes in pupil behavior; the research to establish this relatioship must one day be conducted. All things considered, the need for any measurement at all boils down to a need for a basis for more adequate prediction. Until the problem of assessment is surmounted, the real potential for a significant contribution of the PBTE approach will remain unknown. (JA)

Messick, Semmel. The Criterion Problem in the Evaluation of Instruction: Assessing Possible, Not Just Intellectual Outcomes. Educational Testing Service.

This paper discusses cognitive styles and affective reactions as two major classes of criterion variables that should be taken into account in the evaluation of instruction. These variables are emphasized because of their bearing upon questions that stem from particular views about the diversity of human performance and the role of values in educational research. (Abstract)

Metfessel, N.S. and Michael, W.B. A paradigm involving multiple criterion measures for the evaluation of the effectiveness of school programs. Educational and Psychological Measurment, 1967 27, 931-943.

The authors suggest the use of a multiple criterion measure for the evaluation of school programs. They stipulate the criterion and explain how to go about the evaluation process.

Millstein, E.J. and Others. Tryout, review and revision. Module 4.4 San Francisco, Cal.: Far West Laboratory for Educational Research and Evaluation, 1974.

This module presents the criteria and procedures used in evaluating and revising a product during a first cycle of evaluation and revision. It contains two learning episodes.

Nash, Paul A Humanistic Approach to Performance-Based Teacher Education. PBTE Series No. 10. American Association of Colleges for Teacher Education, Washington, D.C. April 1973. (ERIC Abstract 077 893)

Questions are raised in making performance-based teacher education (PBTE) a more humanistic enterprise. A definition of the term "humanistic" could include such qualities as freedom, uniqueness, creativity, productivity, wholeness, responsibility, and social humanization. As to freedom, a humanistic approach to PBTE would encourage people to act deiberately and intentionally out of self-framed goals; a problem is that such goals are not externally measurable. PBTE would in theory protect one's uniqueness, but would find conflict with the general standards of behavior society demands. The flexibility of PBTE could foster creativity, but this might suffer under the need for measurement The humanistic idea of productivity, which is different from that of industry, holds that productiveness comes from the center of the person. The wholeness of an individual might suffer in PBTE with its possible emphasis on short-term, isolated gains. The matter of teacher responsibility and PBTE brings back the question of the nature of teacher responsibility. As to social humanization, perhaps making teachers behave more efficiently in the context of the present authority structure may entrench the forces that have led to dehumanization. (JA)

New Haven Education Improvement Center, Conn. Performance-Based Teacher Education: Publications and Sources of Information for Educators. Sponsoring Agency: Connecticut Commission for Higher Education, September 1973 Hartford.; Connecticut State Board of Education, Hartford. (ERIC Abstract 083 181)

This document is a selected annotated bibliography of publications and information sources related to performance-based teacher education (PBTE). The document is divided into six sections: General Materials About PBTE; Performance Criteria and Evaluation Procedures (Group A: General Materials; and Sample Lists); PBTE Program Development Programs in Operation); PBTE Activities in Various States (Group A: Connecticut; Groups B: Other States); Publications Lists (Group A: Lists of Modules; Group B: Publications Lists and Bibliographies); and Newletters Relating to PBTE. Included in each citation are price information and availability. (JA)

Orlosky, Donald E. Teacher Competency: To Do What? Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, 1973. (ERIC Abstract 083 151)

This paper treats the theoretical underpinnings of accountability-particularly as they relate to specifying competencies that are used to evaluate an individual teacher's effectiveness. Contingencies and factors that influence the selection of competencies are discussed. Stressed is the virtual impossibility of adequately preparing teachers to perform "competently" if the competencies are not properly delineated. In turn, it is stressed, unless accountability policies and accompanying procedures are bought under reasonable control in this way, we will not be able to honor the overriding intent of accountability--to hold a teacher responsible for pupil's learning. (Author/JA)

Parker, Reese Toward a Performance-Based Certification System for Teachers. Annual Meeting of the American Educational Research Association (Chicago, Illinois, 1974) (ERIC Abstract 091 393)

This paper discusses the discrepancy between the realities of required in-service teacher performaces and the operational outcomes of teacher certification as it is now practiced, and suggests a strategy for establishing a system for evaluating teacher competencies and basing certification policies on that system. Data from a comprehensive evaluation program is given, including responses from 24 graduates. The data includes the following recommendations: (a) a set of approximetely 70 additional competencies to be added to the program; (b) elimination and alteration of activities but not the elimination of any competencies already required; (c) the integration of training with ongoing school programs; (d) the requirement of higher performance levels; and (e) more frequent evaluation and feedback during inservice training. Changes in eight areas are necessary for establishing a system for evaluating teacher competencies and basing certification policies on that system. Changes include the following: (a) many evaluation models are needed to fit individual needs; (b) reward systems based on years of experience and hours of college credits must be discarded; and (c) individuals, not programs, must be certified. Finally, three characteristics of a cooperative program that meets the expectation that all involved parties hold for the inservice teacher are discussed. (PD)

Pettigrew, L. Eudora Competency Based Teacher Education: Teacher Training for Multi-Cultural Education. (ERIC Abstract 092 486)

This paper defines competency-based teacher education (CBTE) and discusses relevant competencies, some problems and issues, and some assessment strategies. Competencies for all teachers and nine competencies for teacher working in a multicultural setting are listed. Problems discussed include the following: (a) professional educators ignore the problem of ethnic pupil's school achievement; (b) teacher behavior fosters pupil behavior that fulfills the culturally derived expectation; and (c) teachers hold biased stereotypical views of minority pupils. The discussion on assessment strategies includes the following topics: (a) assessment of cognitive and behavioral skills, (b) behavioral assessment strategies, (c) behavioral objectives, (d) instructional strategies on designing a learning environment, and (e) evaluation as a tool for collecting data to optimize the system. The author concludes that training institutions should facilitate an educational policy which promotes the following: (a) conducting scientific analyses of learning tasks and designing teacher functions to maximize the proability of achievement, (b) redesigning teacher function with the CBTE model, (c) instructing teachers in the pros and cons of reinforcement practices, (d) designing internships for teachers, (e) providing instruction on teacher expectancies of minority pupils and the ramifications of teacher behavior, and (f) instructing teachers in the evaluation of pupil performance on a pre-post performance continuum. (PD)

Popham, W.J. and Husek, T.R. Implications of criterion- referenced measurment. Journal of Educational Measurment, 1969, 6, 1-10. (Article Introduction)

During the past several years measurement and instructional specialists have distinguished between norm-referenced and criterion-referenced approaches to measurement. More traditional, a norm-referenced measure is used to indentify an individual's performance in relation to the performance of others on the same measurment. A criterion-referenced test is used to indentify an individual's performance with respect to an established standard of performance. This discussion examines the implication of these approaches to measurment, particularly criterion-referenced measurment, with respect to variability, item construction, reliability, validity, item-analysis, reporting and interpretation.

Porter, Andrew C. and Chibucos, Thomas R. Selecting Analysis Strategies. In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 17632

The authors stress the importance of choosing the strategy most suited for a particular problem. They discuss analysis of variance, analysis of covariance and a number of other designs.

Potter, Daivd and Aubertine, Horace. Task Force on Evaluating Program Effectiveness. In Competency Assessment, Research and Evaluation, 1974.

This report focuses primarily on formative evaluation concerns and outlines a number of questions that need to be addressed. A brief but good statement of the many issues discussed by the group at the conference.

Poynor, Hugh. Selecting Units of Analysis.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632, 1974

Poynor stresses the importance of picking appropriate units for statistical analysis. He defends the choice of the class mean as a unit of analysis instead of the individual pupil's score under many circumstances.

Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Competency Research Phase. Special Project: Missouri University (ERIC Abstract 089 523)

Reported is a survey of 587 educators in 20 selected school districts to determine appropriate competence for a prototype training program to prepare curriculum consultants for programs serving exceptional children. The project's major goal is explained to be the development of a performance-based training model which will be generalizable to other educational institutions. A review of the related literature deals with rationale, the consultants's role as a leader and change agent, relevent training models, and administrative perspectives.
Competencies are said to have been generated through educator interviews and a search of the literature, and to have been organized into a model with the following three dimensions: situations, processes, and areas of responsibility. Reported is distribution of the questionnaire to the following professionals: superintendents, psychologists, principals, curriculums consultants, speech and/or hearing clinicians, special education consultants, directors of special education teachers, and regular elementary teachers. A major portion of the document provides evaluative data on each competency item. Results given suggest that competencies rated as appropriate for on-campus study were primarily in the lower importance group, competencies rated as predominantly in the job training category were primarily in the higher importance group, and that all competencies in the self-growth category were in the higher importance group. (DB)

Roth, Robert A.; Mahoney, Peggy Teacher Competencies and Assessment Techniques. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C. 1975) (ERIC Abstract 104 838)

This document analyzes assessment problems related to teacher competencies and synthesizes diverse opinions on a variety of assessment concerns found in educational literature. Part one reviews the nature of competency statements and their implications for assessment. Part two discusses various viewpoints on how competencies should be written. Part three presents an analysis of literature dealing with the problems and implications of assessment of competencies and offers six attributes for discriminating among criterion measures. Part four discusses the assessment of knowledge competencies including mediated stimulus-response techniques. Part five suggests a rationale for considering teacher outputs as a measureable competency and as a bridge for connecting teacher behavior with learner outcomes.

Part six discusses teacher evaluation which is based on pupil learning. Part seven focuses on consequence objectives which require the teacher trainee to produce changes in students. Part eight suggests a way of assessing experiences. The study concludes with a summary and list of references. (Author/JS)

Sanders, James, R. and Cunningham, Donald J. Formative Evaluation: Selecting Techniques and Procedures. In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632, 1974

Sanders and Cunningham present four stages of formative evaluation. These include development and clarification of objectives, ongoing evaluation and evaluation of the product as a whole. Within each stage they discuss techniques and procedures for evaluation.

Schmieder, Allen A. Competency-Based Education: The State of the Scene. February 1973. (ERIC Abstract 073 046)

This document outlines the Competency Based Education (CBE) movement in the United States. Following introductory material, this outline covers the roots of the CBE movement; distinguishing characteristics; degree of participation by states, higher education, teachers, administrators, and community; current resources; a bibliography of significant publications; major issues; and a glossary for CBE. A profile of CBE by state and a list of widely used acronyms are included. (MJM)

Scriven, Michael. Standards for the Evaluation of Educational Programs and Products. In Borich, Gray D (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632

The author provides a comprehensive program and product evaluation checklist with a method of developing an evaluation profile. It is suggested that all of the requirements of the checklist are necessary for a program to be considered for full support.

Scriven, Michael Evaluating Program Effectiveness or, If the Program is Competency-Based, How Come the Evaluation Is Costing So Much? March 1974 (ERIC Abstract 093 866)

The concern with competency-based education is not whether it is any different from the more traditional approaches but whether it is worth the considerable effort it involves. There are several aspects of a competency-based program to be considered in its evaluation. The first is whether or not there is a justifiable need for the specified competency. Secondly, the market, if any, must be identified. The testing of the program or specific competency must be considered to assure that the test population is comparable to the population for which the program is to be used. The program should be compared for effectiveness to the alternatives on the educational market.

It must be tested over an extended period of time to detemine its long-range impact. An evaluator of competency-based programs must also determine if there are any undesirable side effects of the program and whether the process itself has any damaging attributes. It is also necessary to determine whether the positive results of a field test are actually due to the program or to some outside factor. After evaluation of all the aspects of the program and its development, the program as a whole must be considered in light of its cost to see if it is a cost effective improvement for the schools. (HMD)

Shores, Richard E.; and Others Exceptional Children; Competency Based Special Education Teacher Training November 1973 (ERIC Abstract 089 496)

The derivation and validation of teacher competencies for inclusion in competency based teacher education programs are examined and stratgies for special education teacher training and research are suggested. (MC)

Soar, Robert S. The Medley-Soar-Toledo Model for Research in Teacher Education, in Research and Evaluation in Operational Competency-Based Teacher Education Programs. The University of Toledo, College of Education, 1975.

This paper presents an overall conceptual model for research and evaluation of CBTE programs. It can be extremely helpful, as an organizing scheme, in helping CBTE program developers to decide what data should be collected and the nature of the evidence needed for various questions.

Soar, Robert S. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 1975) (ERIC Abstract 104815)

Teacher behavior is not likely to be "valid" in general, but rather only under specified conditions, such as the nature of the learning objective which is being pursued, the personal and demographic characteristics of the pupil being taught, the length of time during which learning takes place, and probably the context of other classroom behaviors in which the given behavior is experienced. The need for specifying what, for whom, how long, and what else, in terms of the application of validity specifications, are recognized in the Georgia project. The type of achievement measures selected and data obtained to meet this need call for an analysis which recognizes the influence of multiple measures simultaneously. In the Georgia project, data analysis will therefore by by multiple regression and, where adequate degrees of freedom are available, by multivariate analysis. The project will attempt to minimize the problem of inconsistency by replicating results over several years, sharpening hypotheses, and refining measurement procedures. Although past work in measuring teacher behavior and relating it to measures of pupil growth has not produced extensive agreement on findings, the improvements in methodology which are needed have become clearer. More rapid progress may now be possible where past progress has been slow and uncertain, and the Gerogia projcet will be in a position to profit from these advances. (PB)

Stilwell, William E.; Gyuro, Steven J. Prototype for Change: A Teacher Education Program. 1971 (ERIC Abstract 088 840)

This paper presents a model dividing the teacher education process into four sub-systems: assessment, management, curricular experiences, and supportive resources. Emphasis is placed on the teacher role of manager of learning experiences. Ninety perfomance objectives are arranged in 18 capsulized skill areas each of which consists of : a) a list of objectives to be met; b) a test battery to determine whether the student has met capsule objectives; and c) a performance component which requires the student to present written and videotaped evidence that he has met capsule objectives. This model requires attitudinal change by both the teacher candidate and the teacher educator. The candidate must be willing to engage in self-initiated instruction, freguent self-assessment, and evaluation of and by his peers. The teacher educator must be prepared to enter into cooperative interactive learning experiences with each candidate, and to become involved with public school practitioners, community, and lay people. Implementation of this model at the University of Kentucky required four years to develop and revise the following program materials; criteria, test batteries, post program measures, screening devices, instructional capsules, simulation experiences, knowledge measures, orientation programs, and stimulation techniques. (HMD)

Weiss, Carol H. Between the cup and the lip. Evaluation Comment, Center for the Study of Evaluation, UCLA.

In this article, the author discusses some problems of evaluation. Among the problems considered are: a) misconceptions about the purposes of evaluation; b) misconceptions about the role of an evaluator; c) instability of evaluation staffs; d) dissemination of evaluation results.

Western Kentucky University., Bowling Green. Teacher Preparation Evaluation Program (TPEP). (ERIC Abstract 097 327)

The background of this abstract is the involvement of Western Kentucky University in an evaluative study designed to determine the feasibility of implementing a model such as the one described in Sandefur's "An Illustrated Model for the Evaluation of Teacher Education Graduates." The purposes of the study are as follows: (a) to aid faculty and administrators concerned with teacher preparation in making decisions pertaining to curriculum evaluation and development and (b) to test the feasibility of conducting the evaluation model with the scope and complexity as suggested. Selected student teachers were analyzed and observed by means of specific measurement instruments. The abstract describes the methods and procedures of the study including the preplanning phases; the selection of subjects, instruments used, the training of observers, the collection of data, and data analysis. (JA)

Wright, William J. and Hess, Robert J. A Criterion Model for Educational Product Evaluation.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632,1974

The appendix to this chapter presents illustrative questions and criteria in the different domains in which a product must be evaluated. Specifically, issues to be considered in using a product on a large scale are examined.

Valeski, Tom A Continuum Model for Competency Based Training. The Competency Based Curriculum. October 1973 (ERIC Abstract 083 706)

In an overview of a very comprehensive and current trend in personnel training, that of a "competency-based" format, it is apparent that there exists certain and specific aspects of what perhaps constitutes a "total" program in competency-based methodology. These aspects are competency indentification, competency organization, competency analysis, competency units, competency evaluation, and competency feedback. The Rocky Mountain Regional Resource Center, in cooperation with the University of Utah Department of Special Education, is field testing a competency-based training program designed to maximize the effectiveness of classroom teacher skills in providing remedial services to handicapped chilidren. The training program is designed to prepare the "generalist" as the agent best to develop and expand these functions. Hopefully the model will show relevance not only to the special educator, but also to other personnel types. (Author)

Part II. Teacher Assessment

Airasian, Peter W. Performance-based teacher education: evaluation issues. Paper presented at Multi-State Consortium on Performance-Based Teacher Education, New Orleans, Louisiana, February 26, 1973.

The author suggests that while evaluation of student behavior is essential for determining competent teaching, it is also important that particular teacher variables that relate to student achievement be more carefully investigated.

Alkin, Marvin C. and Fink, Arlene. Evaluation Within the Context of Product Development: A User Orientation.
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632

The authors discuss the evaluation of products designed to impart basic skills and knowledge. They stress the importance of involving the user in examination of evaluation.

Boyan, Norman J. Improving teacher preparation through training supervising teachers. Paper presented at the Annual Meeting of AERA, Chicago, April, 1974.

The focus of this paper is a training program for supervising teachers who work with student teachers in the schools. The training program yielded results in the areas of observing, prescribing and counseling.

Brandes, Barbara J. Evaluation Within the Context of Program Development: Problems and Procedures in Affective Education
In Borich, Gary D. (Ed.) Evaluating Educational Programs and Products: Educational Technology Publications, Englewood Cliffs, N.J. 07632

Some evaluation activities developed for the Achievement Competence Training Package (ACT) are provided by the author. This is an effective program to increase student's success in attaining their personal goals. The usability and impact questions in this table are useful and generalizable for other program evaluations.

Bryan, Carson; Quinlisk, Jon. Student Teacher Evaluation Must Reside in the Neutral World of Documented Behavior. (ERIC Abstract, ED 080 458).

Three problems have plagued the traditional methods of evaluation of student teachers: the imposition of a supervisor's philosophy on the student, semantic vagueness in a supervisor's philosophy on the student, semantic vagueness in a supervisor's checklist of a student's performance, and determining each student's level of achievement. Wheeling College revised its field-based secondary teacher preparation program to overcome these problems. The competences of a master teacher were identified and became the goals of the students in the program. Each goal emphasized the student's developing his style of teaching and shaping his curriculum consistent with his philosophy and theory

of learning, thus avoiding differing educational philosophies. Semantic vagueness was dealt with by identifying a progression of more demanding behaviors that culminate in each particular goal behavior. The final problem of determining each student's level of achievement was accomplished by providing tools to document student teacher performance (audio and video tapes, clinical supervision feedback) with the responsibility for utilizing these tools resting with the student teacher.

Canadian Teachers' Federation, Ottawa: Teacher Evaluation. Bibliographies in Education. No. 52. Publ. Date: May 75. (ERIC Abstract, ED 110 447).

This bibliography lists material published on teacher evaluation since June 1972. It includes listings of (a) 150 books, (b) 209 articles, and (c) 11 theses. A large number of the items in the first listing are in the ERIC system, in which case their ED number is included. Some of the topics covered include (a) performance based teacher education, (b) accountability, (c) effective teaching, and (d) staff development. (RC)

Castillo, Max S. and Cruz, Josue, Jr. Special Competencies for Teachers of Preschool Chicano Children: Rationale, Content, and Assessment (ERIC Abstract, EJ 106 283).

Competency-based criteria in Chicano preschool teacher training and credentialling must be specifically tailored to the Mexican American culture. Presented are: (1) a set of specific competencies focusing on verbal and interactional behavior, self concept, and parental involvement; and (2) an assessment process for measuring teacher competencies. (Author/SDH)

Center for Applied Linguistics, Washington, D.C. Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education. Publ. Date: Nov.,74. (ERIC Abstract, ED 098 809).

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education. These guidelines were developed at a conference of specialists in bilingual education sponsored by the Center for Applied Linguistics, August 5-6, 1974. (Author/KM)

Ciampa, Bartholomew J. Working with Student Teachers. Publ. Date: 75 (ERIC Abstract, ED 104 892).

The purpose of this six-part document is to assist cooperating teachers in training student teachers. Chapter one examines the goals of student teaching. Considerations for the cooperating teacher to keep in mind while working toward the development of competent teachers are presented. Chapter

two discusses the cooperating teacher's responsibilities, including a) preparing for the student teacher; b) familiarizing the student teacher with the school, procedures, resources, etc.; c) answering commonly asked questions; and d) maintaining student teacher morale. Chapter three discusses various aspects of observation and planning techniques and how the cooperating teacher and student teacher can collaborate on these techniques. Chapter four examines competency-based teacher education and lists competencies for student teachers. Chapter five discusses evaluation of the student teacher and lists important items to consider. Chapter six deals with encouraging professional ideals in the student teacher and includes the text of the "Code of Ethics of the Education Profession," adopted in 1963 by the National Education Association. (PB)

Cooper, James M. Pupil Growth Measures and Teacher Evaluation: Pressing for Practical Applications. Publ. Date: April 1974. Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois. (ERIC Abstract, ED 090 297)

The use of pupil growth measures to evaluate the competency of preservice teacher trainees is advocated by many proponents of competency-based teacher education. This paper (1) raises pro and con arguments for the use of pupil growth measures to evaluate preservice teachers, (2) suggests practical applications for the use of various types of pupil growth measures to evaluate teacher trainees, and (3) suggests ways in which these pupil growth measures can be developed and measured. (Author)

Denny, T. (Ed.) Educational evaluation. Review of Educational Research, 1970, 40, 181-320.

The authors are concerned with the evaluation of the instructional process within the classroom and with the assessment of interaction between teacher and child.

Doty, Charles R. Performance Evaluation for Teacher Certification. Journal of Industrial Teacher Education; 10; 2; 61-67. (ERIC Abstract, ED 081 179)

Gage, N.L. Evaluating Ways to Help Teachers to Behave Desirably. In Competency Assessment, Research and Evaluation, 1974.

This paper includes a discussion of the evaluation of instructional strategies in teacher education programs. Making the distinction between "knowing that" and "knowing how", Gage discusses three little known and understood criteria for assessing instructional strategies in the "know how" realm: "(a) the use of criteria at various levels on the continuum of immediacy-ultimacy, (b) the use of unobtrusive measures, and (c) the use of factorial designs." p.181

Garman, N. A mastery model of evaluation as a strategy for developing professional teaching competencies. AERA 1975.

The primary focus of the study is an instrument (developed in the public school setting) entitled, "Professional Teaching Competencies," which clusters interrelated planning and implementation competencies around instructional roles of the teacher. The concept, "Stages of Mastery," is used as the evaluation method.

Gorelick, Molly C. Developmental Teacher Competency Checklist. Careers in Integrated Early Childhood Programs. California State Univ., Northridge. Preschool Lab. Publ. Date: 1974. (ERIC Abstract, ED 097 794).

The developmental teacher competency checklist is designed to facilitate planning of individualized pre- and inservice teacher training programs for teachers of integrated classes of normal and handicapped students. The checklist, which is suitable for self-evaluation and for supervision, applies a five level rating scale to the following competency areas: classroom management, assessment, program design and planning, teacher-child relationships and management, staff and coworker relations, professional work habits, parent relationships, and community relationships and resources. Examples of specific competencies evaluated are: checking safety of equipment and materials and notifying director of problems (classroom management); analyzing and revising learning opportunities based on child's responses and needs (program design and planning); and providing for and managing diversity in the psychomotor domain in normal, blind, deaf, orthopedically disabled, and other handicapped children (teacher-child relationships and management). (LC)

Grobman, Hulda. Evaluation Activities of Curriculum Projects. AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1968.

In this Monograph, the author presents a comprehensive picture of the possible concerns that face the potential evaluator. Sections include: 1) The Content of Curriculum Evaluation; 2) What to Evaluate; 3) Whom to Evaluate; 4) How to Evaluate; 5) Arrangements; and 6) What Are Reasonable Expectations.

Hernandez, Alberto and Melnick, Susan L. Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.13 Evaluating and Adapting Materials. Teacher Corps Bilingual Project. (ERIC Abstract, ED 095 141).

The purpose of this unit of work is to provide the teacher participant with some useful guidelines for evaluating and adapting written materials for specific English as a second language (ESL) classes. There is pre- and post-assessment of specific learning tasks relevant to evaluating and adapting materials as well as learning activities, which are presented in outline form. Given this series of activities on evaluating and adapting written materials for ESL, the participant should be able to evaluate any portion of written material in terms of: (a) specific guidelines for relevance, (b) specific guidelines for content, and (c) specific guidelines for the achievement of teaching aims. Specific reading assignments are noted for various activities. (JA)

Hood, P.D. and Blackwell, L. Current activities in the design and development of development, dissemination and evaluation (D P & E). Competence catalogue and assessment instruments. San Francisco, Cal.: Far West Laboratory for Educational Research and Development, 1974.

The authors describe in detail the derivation and assessment of competencies and some of the problems encountered by the Far West Consortium for DP&E Training in their development of a CBTE program.

Houston, W. Robert, Burke, J. Bruce, Johnson, Charles E. and Hanse, John H. Criteria for Describing and Assessing Competency Based Programs. In Competency Assessment, Research and Evaluation. 1974.

This paper offers a "working list" of criteria for assessing the degree to which professional preparation programs are competency based. Many of the 26 criteria listed imply needs for data collection for evaluation purposes.

Ingersoll, Gary M. et al. Teacher training needs, conditions and materials. A preliminary survey of inservice education, Bloomington, Indiana: Indiana University, School of Education, National Center for the Development of Training Materials in Teacher Education, 1975.

"The goal of this study was to provide an empirical base from which necessary questions about the appropriateness of current training materials could be evaluated and from which guidelines might emerge for more effective product development in the future." Current teacher training needs are assessed and conditions of teacher training within school system in the survey are reported.

Joyce, Bruce R. Listening to Different Drummers: Evaluating Alternative Instructional Models. In Competency Assessment, Research, and Evaluation, 1974.

"We need to increase knowledge about how setting influences competence, including how it is possible to activate different kinds of learning environments in a variety of kinds of settings." p.68

"A program of research to validate teaching competence needs to anticipate the differential effects of environments on learners and build that capability into their research designs." p.67

"What we will find depends largely on what we learn to look for." p.61

Working from the premise that teaching "is a multidimensional act that fits in a multidimensional context to produce multidimensional environments which are interacted with by multidimensional learners," (p.62). Joyce discusses a number of issues that need to be dealt with and proposes a systematic program of research to arrive at "multidimensional truth".

Kauffman, James M. Teaching/Learning: Quantitative and Functional Analysis of Educational Performance. Journal of Special Education; 7; 3; 26 (ERIC Abstract, ED 092 836).

Presented is the rationale, development, and application of a mathematical formula for the assessment of special education teacher effectiveness. (Author/DB)

King, Michael and Van Ryan, Mary. Report on the Analysis of Student Teacher Evaluation Forms Used in New York State. New York State Education Dept., Albany. Div. of Teacher Education and Certification. Publ. Date: 1974 (ERIC Abstract, ED 088 823).

A study of student teacher evaluation forms was conducted in the hope that publication of the results would allow teacher preparation institutions in New York State to measure their own progress toward implementation of a competency-based teacher education program. Eighty-nine evaluation forms from approved programs in education were analyzed to determine the emphasis placed on various portions of student teaching and the assessment standards employed in making judgments about the performance of student teachers. The results of the study indicate that (a) student teaching forms in use in many New York State-approved teacher education programs consist largely of judgments made on the basis of either subjective requirements or subjective criteria; (b) evaluation of student teachers emphasizes portions of professional education for which formal instruction is seldom provided; and (c) there is presently a marked contrast between the forms in use for evaluation of student teaching and the contents and processes of teacher preparation courses now being offered at a majority of teacher preparation institutions in New York State. (HMD)

Kraft, R.H.; Smith, L.M.; Pohland, R.A.; Brauner, C.J.; and Gjerde, C. Four Evaluation Examples: Anthropological, Economic, Narrative, and Portrayal. AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1974.

This monograph provides concrete examples of education evaluation methodologies that have grown out of social sciences other than psychology (which is the base for most evaluation models).

Mann, Marlis; And Others. Language Development: Auditory Perception. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Monograph 6. Publ. Date: 1974. (ERIC Abstract, ED 108 758).

This monograph presents the module on auditory perception and its relationship to language development used in the Early Childhood-Special Education Teacher Preparation Program at the University of Virginia. The ontogeny for auditory perceptual skills, from the first through the 60th month, and auditory perceptual skill outcomes for the young child are listed. The importance of auditory perception for the child's general development and for reading readiness is discussed briefly. The bulk of this module consists of a presentation of the ontogeny, measurement techniques, and conditions for learning for the following learner characteristics: awareness of sound, focus of sound, figure ground discrimination, auditory discrimination, auditory memory, sequencing and synthesizing sound, and classification, integration and monitoring of sound. A discussion of how to identify and deal with auditory disorders is also included. Competencies which teachers need to facilitate the development of auditory perception and the module schedule and requirements are discussed. (ED)

Marsh, David D.; And Others. A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 1, Methodology and Findings. Final Report. Publ. Date: July 1974. (ERIC Abstract, ED 098 240).

This report describes the first phase of a longitudinal study of the Sixth Cycle Teacher Corps program, focusing on the relationship between intern background characteristics, Teacher Corps Program characteristics, and intern exit characteristics. Data about all Sixth Cycle projects that prepared elementary school teachers were collected at each site by interview and questionnaire. Data about the exit characteristics of interns were gathered using: (a) classroom observation, (b) log of professional activities completed by interns over a week's time, (c) interviews, and (d) questionnaires completed by interns and their team leaders. Descriptive and analytic results are reported. Analytic findings are: (a) the relationship of intern exit skills was not very strong; (b) Teacher Corps Program characteristics rather than intern background characteristics were most closely associated with intern exit skills; (c) the extent that teacher competencies were specified and used by the project was not closely related to any intern exit skill; and (d) the sets of program characteristics that were most closely associated with intern exit skills were those pertaining to collaborative decision-making, personalization of the program for interns, and the community component. (Author/HMD)

McCarty, Donald J. Competency Based Teacher Education. School Management; 17; 8; 30,32,38; Oct. 1973. (ERIC Abstract, EJ 084 484)

Examines the move for, and the nature of, competency based teacher education which has emerged as a tentative response to the demand for more accountability in teacher education. A prospective teacher does not exit from a competency based preparation program unless he is able to demonstrate that he has mastered all its publicly stated objectives at an acceptable level. (Author/WM)

Medley, Donald M; And Others. Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. American Association of Colleges for Teacher Education, Washington, D.C. Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Publ. Date: June 1975. (ERIC Abstract, ED 107 600)

This monograph presents a diagram which distinguishes four different assessment levels in the teacher's professional development. Level 1 refers to assessments of the training experience, level 2 to assessments of the teacher's behavior, level 3 to assessments of pupil behavior, and level 4 to assessments of instruction. The diagram explains that level 4 is influenced by level 3, level 3 by level 2, and level 2 by level 1. It is explained that program decisions based on assessments were traditionally made at level 1. The validity of levels 2, 3, and 4 are then examined. It is held that level 2 is the level at which teaching should be evaluated. It becomes necessary, however, to determine competencies for this evaluation. The document presents a hierarchy of relevant competencies, including broad concepts, general characteristics, and specific behavior items. Program evaluation is also examined, and the statement is made that it must be demonstrated that teacher education programs can produce the kinds of teacher behaviors which in turn

produce more growth in pupils. It is then necessary to use pupil behavior in program evaluation. The problems this causes in teacher evaluation can be avoided, however, through the use of large samples. The monograph also discusses lack of knowledge as a weakness in specifying competencies and developing programs. (PB)

Merritt, Daniel L. Performance Objections for Student Teaching. A Guide for Planning and Evaluation. Indiana State Univ., Terre Haute. Elementary Education Dept. Publ. Date: 1972. Paper presented at the Metropolitan Teacher Evaluation Center Meeting, Indianapolis. (ERIC Abstract, ED 065 475).

This paper presents a guide for the planning and evaluation of student teachers' performance based on performance objectives. According to the author performance objectives are written sets of behaviors that the student may perform in order to demonstrate achievement. A minimal pattern of performance objectives should be mandated for all student teachers. Research suggests a hierarchy of ten levels of role behavior engaged in by student teachers. The students progress from inner directed to outer directed activities. Students vary in their degree of proficiency at the onset of student teaching thus prohibiting structured time periods. Performance objectives and the ten classifications of behavior enable the student to analyze the whole role of the teacher and decide where his university classroom experiences fit. These objectives help to orient the student teacher to the role of teachers, enable him to interpret the behavior he observes, and help him to act in response to his observations. Performance objectives also serve as a planning guide for supervising teachers enabling them to help the student see the total picture of the teacher's role. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activities, perceive behavior, and assess performance. Ten checklists of performance objectives and an appendix with a weekly behavioral objective report are included. (MJM)

Multi-State Consortium on PBTE. Competency assessment, research and evaluation. A report of a National Conference, University of Houston, March 12-15, 1974.

The papers included in the report were presented at the National Conference on Competency Assessment Research. The conference was designed so that eminent educators and researchers could speculate on needed thrusts, consider current achievements and interact on major issues. The report is organized into six parts: 1) Framework for Research and Development; 2) Assessing Professional Competencies; 3) Program Effectiveness; 4) Effectiveness of Instructional Strategies; 5) Social Context and 6) Institutional Change.

New Haven Education Improvement Center, Conn. An Evaluation Instrument for a Competency-Based Teacher Education Program. Sponsoring Agency: Connecticut Commission for Higher Education, Hartford; Connecticut State Board of Education, Hartford; New Haven Foundation, Conn. Publ. Date: Aug. 1973. (ERIC Abstract, ED 083 182).

This document is an evaluation instrument for the Competency-Based Teacher Education Pilot Project; it was developed by teachers, parents,

administrators and college faculty of the cooperating systems and institutions. The instrument itself is divided into three sections: Teacher-Pupil Relations, the Teaching of Reading, and the Teaching of Arithmetic. Within these divisions, suggested competencies are listed and the assessment procedures for each competency (with a format of indicator, criteria, and procedure) given. In addition to the instrument itself, there is a brief project history, which states that the listed competencies were identified as being absolutely essential for maximizing the emotional, cognitive, and social development of children and that the instrument was designed to offer assistance and be supportive. The major thrust for 1973-74 is projected as the development and evaluation of competencies selected by the teacher participant and the evaluation team, acting together. (JA)

New York State Council for the Social Studies, Slingerlands. Suggested Criteria for Certification of Social Studies Teachers. NYSCSS Occasional Paper No. 1. Publ. Date: 1974. Paper presented as a Report of the Teacher Certification Committee at the NYSCSS annual meeting. (ERIC Abstract, ED 100 730)

The New York State Council for Social Studies committee developed a rationale and set of specific criteria that social studies teachers should demonstrate for certification. The rationale behind the criteria is that it makes social studies teachers a more professional group and provides for the highest caliber of teacher. Each teacher is screened for the selected criteria by peers and instructors. The Council recommends certification only after the criteria are met and the teacher undergoes a one year probationary teaching experience. The specific criteria are categorized according to skills, knowledge, experience, and personal factors. Items most often noted as important by committee members in the areas of skills, knowledge, experience, and personal factors respectively are as follows: (1) performance during an internship and demonstration of certain capacities and skills including affective, diagnostic, expository, inquiry, analytical, and evaluative; (2) the knowledge developed from an internship and demonstrated knowledge of the methods and tools of the social sciences including analysis, inquiry, and evaluation; (3) an internship and experience in writing curricula, travel, publishing, work with other cultures, and with other work-related activities; and (4) self-improvement, self analysis of behavior in different situations, an attitude conducive to a learning atmosphere, and an ability to write a clear rationale for teaching social studies. (DE)

Northline Teacher Certification Consortium, Seattle, Wash. Teacher Certification Consortium for the Preparation of Elementary Teachers. Publ. Date: 1974. (ERIC Abstract, ED 110 410).

This proposal deals with the implementation of a field oriented, performance based elementary teacher preparation program. The first section of the proposal defines intern roles, intern responsibilities, and performance goals. Section two lists expected competencies and presents the rationale for these competencies. Section three discusses the major characteristics of this teacher preparation program. The fourth section outlines procedures which (a) ensure that each intern participates in the design of his/her own program, and (b) enable the intern to achieve certification at his/her own rate. Section

five discusses the selection and placement of interns, and includes entrance applications and exit evaluations. The sixth section provides feedback procedures for the interns and the program. Included are (a) evaluation forms; (b) selection criteria for field associates and field coordinators; and (c) an outline of the responsibilities of field associates, field coordinators, principals, clinic professors, and clinic directors. Also included in this section is a code of ethics for the teaching profession. Section seven presents examples of the kind of experiences that will be available to staff development personnel to assist them to develop necessary competencies and carry out the responsibilities of their roles. Program elements which ensure the quality of the intern's preparation are discussed in section eight. Section nine mentions the planning that is taking place for a new program of continuing career development. (MK)

Oana, Robert G. and Eiszler, Charles F. Assessment Instruments: Semantic Differential Survey: Science, Form AF; Student Opinion Survey: Science Methods; Elementary Education Field Experience Survey. Central Michigan Univ., Mount Pleasant. Publ. Date: Feb. 1975. (ERIC Abstract, ED 106 159).

This document comprises the second of two appendices (B) to a final report of a study, completed at Central Michigan University, focusing on the development of a competency-based elementary teacher preparation module in science education. Contained in this appendix are the assessment instruments used in the study--Semantic Differential Survey: Science, Form AF; Student Opinion Survey: Science Methods; and Elementary Education Field Experience Survey. The Student Opinion Survey: Science Methods instrument consists of four parts. Part 1 is designed to collect background information (science credits, GPA, etc.). Part 2 is a self-rating (five point scale) on achievement of course goals. Part 3 focuses on an evaluation of the learning activities involved in the methods course and Part 4 emphasizes perceptions about teaching and learning (Myself as a Teacher, Myself as a Student, Myself as a Science Teacher, Myself as a Science Student). (PEB)

Okey, James R. and Brown, Jerry L. Competencies for Performance-Based Teacher Training. Publ. Date: 1972. (ERIC Abstract, ED 080 457).

In this paper, a scheme for organizing teaching skills or competencies is described. The competencies listed were identified by using a combination of four methods: polling; poaching from prepared lists; observing; and, mainly, analyzing the teaching act. The paper states that the analysis was strongly influenced by Freider's work in which six teaching functions are identified. It is indicated that to date thirty-seven clusters have been identified and grouped into three experience levels. The appendix includes specific outcomes or performance statements for each competency cluster shown in the grid in the text of the paper. (JA)

Okey, James R. and Humphreys, Donald W. Evaluating Outcomes of Competency-Based Teacher Education. National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind. Publ. Date: April 1974, (ERIC Abstract, ED 090 256).

Competency-based teacher education should be directed toward teaching skills that have an impact on learners. Studies are needed that assess the

effects of teachers using various skills on the achievement and attitudes of their pupils. In this study, teachers studied question asking skills in an inservice training program. The effects of the training were determined by measuring the teachers' knowledge about question asking, their use of questions in classroom discussions, and the achievement of pupils in their classrooms. The study was designed to show how different kinds of teaching skills could be assessed. (Author)

Piccillo, Peter E. Education 310. Social Studies Practicum. An Individualized Performance Based Model. Pilot Program. Volume 1. (ERIC Abstract, ED 084 204).

This is the first of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. These materials were developed in order to provide an individualized, competency-based teacher training program. The modules in this booklet, dealing with general teaching skills, were field tested in two high schools and revised in response to evaluations. In this teacher preparation phase of the program, the module cluster focuses on various teaching skills. Each module presents materials for a different skill. Module topics include: an orientation to the teaching profession; writing objectives; set and closure; facts, concepts, and generalizations; questioning; responding, verbal and non-verbal; small group instruction; lecturing; lesson and unit planning; and simulation. The format of the modules is structured around a rationale, objectives, pre-assessment, activities, and post-assessment. Volume II is SO 006 629; Volume III is SO 006 630. (KSM)

Popham, W. James. Identification and assessment of minimal competencies for objectives-oriented teacher education program. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, February, 1973.

The author suggests that competencies should be limited in teacher education programs. Competencies of importance are: 1) Teachers must be able to achieve prespecified instructional objectives with diverse kinds of learners. 2) Teachers must be able to both select and generate defensible instructional objectives. 3) Teachers must be able to detect an anticipated effects of their instruction.

Much work is still needed in the development of satisfactory assessment techniques.

Popham, W.J.; Eisner, E.W.; Sullivan, H.J.; and Tyler, L.L. Instructional Objectives. AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

This monograph contains papers by four authors on various aspects of instructional objectives. The papers include: 1) Eisner: "Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum"; 2) Popham: "Objectives and Instruction"; 3) Sullivan: "Objectives, Evaluation, and Improved Learner Achievement"; and 4) Tyler: "A Case History: Formulation of Objectives from a Psychoanalytic Framework. Each paper is followed by a discussion.

Quick, Thomas J. Performance Tests for Beginning Teachers: Why All the Fuss? Educational Technology; 13; 5; 14-16 May 1973. (ERIC Abstract, EJ 079 046).

Resnick, Norman H.; Reinert, Henry R. Competency Based Teacher Evaluation. Colorado Journal of Educational Research; 13; 1; 19-21. (ERIC Abstract, EJ 090 321)

The "Teacher Competency Scale" of 12 items was devised to identify skills considered requisite for effective teaching. The test instrument, though still deemed well designed, is seen to frighten rather than assure and restrict rather than motivate. Therefore, solutions for these affective problems are being sought.

Roth, Robert A. The Competency Movement and Science Education. Science Education; 57; 3; 361-364. (ERIC Abstract, EJ 086 680)

Discuss ideas, pro and con, about performance-based teacher education and certification and the procedures used in New Jersey to develop teacher performance criteria. Indicates that the involvement of the teaching profession is desirable in the teacher preparation and certification process. (CC)

Roth, Robert A. and Mahoney, Peggy. Teacher Competencies and Assessment Techniques Paper presented at the Annual Meeting of AERA, Washington, D.C. 1975.

The authors discuss considerations in evaluating teacher competencies. A number of assessment techniques and some of the problems inherent in each one are considered. Teaching performance vs. student learning are discussed as the focus of assessment.

Schwartz, Judy I. and Moffitt, Mary W. The Place and Impact of Modules in a Teacher Education Program. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974. Publ. Date: 1974. (ERIC Abstract, ED 088 868).

This document reports on the efforts of one teacher training program, the Early Childhood Integrated Year Program at Queens College, CUNY, to implement performance-competency-based teacher education (P-CBTE) with specific reference to the use of instructional modules as a strategy for developing competencies. The philosophy underlying the program at Queens College is described as one based on child development theory with heavy emphasis on humanistic goals. It is stated that the early childhood faculty, grouped into content area committees (language arts and reading, children's literature, social studies, mathematics, science, child development, and educational psychology), produced approximately 75 instructional modules, the purpose of which was to replace the material formerly conveyed through the education course sequence to preservice students. The modules in science and reading constitute the basis from which most of the findings in this paper are drawn. The paper describes the organization of the program, problems encountered in the transition from a traditional to a P-CBTE program, results of initial evaluation, and plans for the future. (JA)

Scriven, M.; Gagne, R. and Tyler R. Perspectives on Curriculum Evaluation. AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1967.

This Monograph includes a number of meaningful discussions on some of the rudimentary issues underlying the developing field of curriculum evaluation. Its main purpose is to serve the practitioner and it is an excellent starting point for the novice interested in gaining some knowledge of the field.

Soar, Robert S. Accountability: Assessment Problems and Possibilities. Journal of Teacher Education; 24; 3; 205-12 F 73. (ERIC Abstract, EJ 083 526).

State Univ. of New York, Stony Brook. A Competency-Based Teacher Education Program in Elementary Education. Publ. Date: Nov. 1974. (ERIC Abstract, ED 103 429).

This document describes the elementary education program to be initiated at the State University of New York at Stony Brook. It is an individualized, modularized, personalized program consistent with the competency-based mode. Requirements for entrance into the program and the expected skills, knowledge, and attitudes required for program participants to be recommended for certification are set forth in the major section of the document, along with the procedures, conditions, and criteria for assessment. Student guidance and program evaluation plans are also covered. Another section lists public school personnel involved in the development of the program and explains what further collaboration is planned. Appended are statements of the rights of students and teachers in the program, a master list of competencies, sample evaluation guides, a draft of a contract to establish a field center, guidelines for the policy board, a program development chart, and various related correspondence. (DDO)

Taylor, P.A. and Cowley, D.M. Readings in Curriculum Evaluation. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972.

This is a comprehensive volume on evaluation containing a number of excellent papers on both theoretical and practical concern to the evaluator. It contains a useful section dealing with several evaluation models in sufficient detail to enable program developers to select one that is pertinent to their program needs.

Texas Education Agency, Austin. Programming for the Language Disabled Child: Booklet 2: Essential Professional Skills. (ERIC Abstract, ED 100 106)

The booklet describes professional skills thought to be essential for teachers of language handicapped children in the areas of diagnosis, instruction, and evaluation. These skills were developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for use with language handicapped children. Intended primarily for school administrators developing programs, the booklet is also relevant to universities planning teacher education courses or programs and to individual

teachers desirous of improving instructional proficiency. Competencies briefly discussed include competent observation practices and use and interpretation of standardized testing instruments (in the area of diagnosis); the establishment of specific instructional objectives and the design and implementation of individualized programs (in the area of instruction); and identification and assessment of target behaviors and analysis of the instructional program (in the area of evaluation). (DB)

Texas Education Agency, Austin. Project Child Ten Kit 5: Educational Assessment Techniques. Note: 71p.; For related information see EC 070 975 992. (ERIC Abstract, ED 100 114)

Presented is the fifth of 12 instructional kits, on education assessment techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for seven performance objectives, a listing of the performance objectives (such as administering and interpreting two standard diagnostic tests), instructions for seven learning experiences (such as studying and using the Frostig Test of Visual Perception), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included is a glossary of 100 terms used in education assessment. (DB)

Trzasko, Joseph A. Administration and Research of Competency-/Performance-Based Teacher Programs. Publ. Date: 1975. (ERIC Abstract, ED 103 419)

This paper describes the proposed Assessment Center at Mercy College in Dobbs Ferry, New York. The center is intended to provide statistical and technical support for the Mercy College elementary education, special education, special education, and speech and hearing departments in the areas of student assessment, student guidance, and program evaluation. Evaluation and assessment within the Mercy College undergraduate education program is to consist of three phases: preassessment, competency- and performance-based assessment, and postassessment. The paper presents the procedures, instruments, and statistical analyses to be used in each phase. (DDO)

Vail, Robert B. AACTE Leadership Training Institute on Performance-Based Teacher Education. Publ. Date: Dec. 1974. (ERIC Abstract, ED 099 355).

This speech on performance-based teacher education centers on slaying the following sacred cow: the belief that it is impossible to evaluate the performance of teachers objectively and effectively. The historical reasons for electing performance-based teacher education as a means of teacher evaluation are described.

Part III. Development of Competencies, Competency Based Programs and Educational "Products"

Andrews, Theodore E. Performance Education: Atlanta or Atlantis? Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y. Publ. Date: 1974. (ERIC Abstract, ED 100 973).

Performance based education requires that some authority establish criterion guidelines. State involvement in setting these guidelines varies widely along a contiuum. This guide is designed to be read primarily by legislators and state education personnel. Its purpose is to provide assistance to agencies considering the development of performance-based teacher education programs and certification policies. The emphasis is on management systems and how they can most effectively formulate plans and implement them to attain goals. Different states assume varying responsibility in the regulation of teacher competency, curriculum development, and educational goals. Management plans necessitate development of a management goal, objectives and information on events that includes activities, the group responsible, estimated completion date, and estimated cost. Many examples illuminate the ideas discussed, and addresses for further resource information are included. (SM)

Baird, Hugh and Belt, Dwayne. Some Organizational Problems Encountered in Implementing Competency-Based Education. Publ. Date: March 1973. (ERIC Abstract, ED 084 221).

This document presents a listing of key problems, usually in the form of questions, encountered in implementing competency-based education, with solutions or ways of finding solutions suggested for some of the identified problems. The problems listed are as follows: a) deciding to decide--the best way is to let interested staff members begin an "experiment," with staff involvement gradually increasing; b) identifying competencies--there are various ways but one is not to adopt skills from another program without allowing your staff to corroborate them; c) instruction--to what extent can/should the system model be an ideal instruction system in a school? d) counseling--the teacher's role will shift to include counseling; e) assessment--the most difficult problem; f) record keeping; g) staff training--staff members can visit ongoing programs to observe, question and learn; h) content--computer efficiency should not blind the staff from ill-defined content; i) mechanization-- can it lead to dehumanization? (JA)

Baker, Eva L. The Technology of Instructional Development In: Travers, Robert M.W. (Ed.) Second Handbook of Research and Teaching. Rand and Company: Chicago, 1973.

The author presents a comprehensive picture of the state of affairs in product development. She briefly discusses the history of educational development and, in detail, points out present procedures in product development. A thorough description is given of each step of development with reference to and discussion of pertinent works in each area - entry behaviors, performance and prototype specifications, field testing etc. Alternative development procedures are presented, as well as a discussion of organizational concerns. Existing frameworks of development are considered with suggestions of the direction in which the field of educational development needs to move.

Banathy, B.H. Program of instruction in education research and development. San Francisco, Calif.: Far West Laboratory for Educational Research and Development, 1974.

This document includes a list of modules developed by the Far West Laboratory. Each module is described according to its purpose, structure and projected learning time.

Banathy, B. Product engineering. Module 4.3 San Francisco, Cal.: Far West Laboratory for Educational Research and Evaluation, 1974.

This module helps one acquire an understanding of oneway of developing an instructional product. It contains an introduction, two learning episodes - 1) constructing a product and 2) constructing a product - A case study, summary section, a workbook and a module test.

Beckner, Weldon E. and Medley, Gene W. A Study of Systems for Program Change in Teacher Education. Publ. Date: 1974. (ERIC Abstract, ED 102 121)

This study presents some guidelines for program innovating systems based on the experiences of those currently involved in program change. A search was conducted through recent publications to identify institutions currently involved with innovative programs in teacher preparation. A questionnaire was constructed to yield information concerning program implementation and then sent to the dean of the college of education or the program director of the 23 target institutions. Personal interviews were held with the leadership personnel of the University of Georgia, University of Toledo, Southern Consortium of Teacher Education Colleges, and the Texas Education Agency concerning the development and operation of their competency-based teacher education (CBTE) programs. Questionnaire responses from representatives of colleges and universities involved with CBTE assisted in providing information in four areas of planning and program development: personnel, program, evaluation, and major problems. The interviews yielded responses concerning organization structure, change strategy, and typical problems. A summary of the conclusions based on the seven areas of responses from the interviews and questionnaire conclude this paper. (PD)

Benz, Marion H. and Pearson, Lois W. APACE Program: A Personalized Approach to Competency-Based Teacher Education. Third Revision. State Univ. of New York, Buffalo, Coll. at Buffalo. Publ. Date: Sept. 1973. (ERIC Abstract, ED 097 325).

This packet of learning plans focuses on personalizing the teacher education experience through the APACE program (A Personalized Approach to Competency-Based Education). A rationale, objectives, learning activities, and evaluation procedures are presented for specific topics in the areas of the nature of learning, planning, teaching, knowledge of curriculum, diagnosis and evaluation, the self as teacher, and technical writing. Learning activities include reading, auditory and visual experiences, observation, and field experiences. Suggested evaluative alternatives include papers, conferences, seminars, testing, and miniteaching. (PD)

Bullough, Robert V. An Approach to Competency Based Program Development. Educational Technology; 15; 2; 38-41. Publ. Date: Feb. 1975. (ERIC Abstract, EJ 114 566).

Ciampa, Bartholomew J. Behavioral Objectives for Mathematics Teachers. (ERIC Abstract, ED 104 865).

In establishing performance-based programs, mathematics teachers should understand how behavioral objectives are constructed, applied, analyzed, and evaluated. To construct behavioral objectives, the following factors should be considered: (a) outcome; (b) level of achievement, and (c) evaluation conditions. When behavioral objectives are applied at the organizational level, they can be used to predict the accomplishments of a large instructional division. Behavioral objectives at the program level can predict the outcomes of specific mathematics programs within curricular parameters. At the learner or classroom level, objectives usually represent small accomplishments witnin long-term unit or course goals. The more precise the behavioral objective, the easier it is to evaluate. Once evaluated, the objective should be modified and restated, if needed, to ensure maximum validity in its reflection of competence attainment. (Author/JC)

Clark, Frances E. and Hamilton, James B. Cooperative Development of Vocational Teacher Education Modules. Publ. Date: Dec. 1972. (ERIC Abstract, ED 070 870)

The developmental effort described in this paper concerns the components of individualized performance-based instructional packages (modules) designed to develop professional competencies needed for vocational teachers. The research project was conducted by two state universities in cooperation with The Center for Vocational and Technical Education, The Ohio State University. Module components detailed in the paper include performance objectives, resource materials, and learning experiences. Procedures employed in the development of a module are given. A related document is available in this issue as VT 018 414. (MF)

Darcy, C. Michael; And Others. Mutual Involvement Review Activity (MIRA) for Competence-Based Teacher Education (CBTE). New York State Education Dept., Albany. Publ. Date: Feb. 1974. (ERIC Abstract, ED 091 368).

This paper describes the Mutual Involvement Review Activity (MIRA) procedure for helping teacher education institutions to restructure their programs in the competency mode. This procedure is a device for organizing the use of a consultant team to cover all areas involved in the introduction, development, and operation of a new mode of teacher training. Designed to reflect a competency-based teacher education (CBTE) project as seen by others experienced in the field, the format consists of questions in the following topics: a) structure for CBTE, b) project governance, c) financial resources, d) program development, and e) management plan. The questions are used as a guide for discussion with people from various role groups, such as college administrators, college professors of education, school district administrators, and teacher representatives. Within three weeks following the discussions, the MIRA consulting team will write a report for the professional use of MIRA and project members. (PD)

Darcy, C. Michael; And Others. A CBTE Curriculum Model and Directions for Its Assembly. Publ. Date: 1975. (ERIC Abstract, ED 107 605).

This four-part monograph discusses the competency-based teacher education (CBTE) program at the State University of New York (SUNY) at Albany. The report attempts to (a) state the purpose and goals of the CBTE model, (b) suggest operation procedures, and (c) offer aids to facilitate development of a CBTE program. Part 1 presents a statement of the philosophical view of CBTE and sets guidelines for working in a CBTE mode. This section also discusses the limits of CBTE and explains and interprets the essential elements of the CBTE program. Part 2 presents the model used in the SUNY at Albany College of Education program. Part 3 provides a step-by-step procedure for creating a CBTE program, building on an institution's existing teacher-preparation program. Part 4 helps guide administrators, with questions and suggestions for judging the effectiveness of the CBTE program. Figures illustrating the CBTE model and a sample evaluation form are included. (Author/JS)

Ehman, Lee H. and Okey, James R. Attempts at Competency-Based Teacher Education. Viewpoints; 50; 5; 49-62. Publ. Date: Sept. 1974. (ERIC Abstract, EJ 104 964).

Heffernan-Cabrera, Patricia; And Others. Curriculum Building. Cognitive Development re. Competency Based Teacher Education. EE 001.03.9.1-EE 001.03.9.6. University of Southern California, Los Angeles. Center for Research in Teacher Education. Publ. Date: Sept. 12, 1971. (ERIC Abstract, ED 100 888).

This competency-based teacher education cognitive development module consists of a curriculum building component. Enabling elements of the module encompass writing behavioral objectives, classifying objectives by criteria type, designing flow charts, developing assessment procedures, specifying enabling activities, and outlining module and component format. Each element of the module presents learning activities, assessment criteria, and a specified sequence of activities when appropriate. (MJM)

Ishler, Richard E., Ed. Competency-Based Teacher Education: A Potpourri of Perspectives, ATE Bulletin No. 38. Publ. Date: 1974. (ERIC Abstract, ED 104 825)

This document contains nine essays which provide guidelines and directions for implementing competency-based teacher education (CBTE) programs. Selections include the following: (a) "Characteristics of Competency-based Teacher Education Programs;" (b) "The Development of a Comprehensive Competency-Based Teacher Education Program: A Model for Change;" (c) "Process to Product: A Competency-Based Teacher Education Program in Student Teaching;" (d) "Initiating a Performance-Based Teacher Education Conversion on a Shoestring;" (e) "Competency-Based Teacher Education in Small Colleges and Rural Areas;" (f) "Performance Contracting for Student Teachers;" (g) "Evaluation of Teacher Competence Based on Pupil Behaviors;" (h) "The Relationship Between Education Accreditation Criteria and the Competency Approach;" and (i) "Current Responses to Competency-Based Teacher Education:" Selected references are included at the end of each essay. (JS)

Kapfer, P.G. and Ovard, G.F. Preparing and using individualized learning packages for upgraded, continuous progress education. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

The authors present an instructional guide for aiding teachers in developing their own "individualized learning packages" for their students. The book contains several learning units in which the components of individualized instruction are delineated.

The authors discuss the use of evaluation within the classroom in aiding teachers in diagnosing the individual learning needs of their students.

The last section of the book contains suggestions for overall evaluation of a program developed in this way. The criteria and objectives presented are useful for the evaluation of many programs and products.

Kay, P. and Anderson, M. Module Development and Evaluation. New York: City University of New York, Competency Based Teacher Education Project, 1974.

The authors present the task of developing and field-testing a module. They list the five elements of a module: overview, objectives, pre assessment, enabling objectives and post assessment. The CUNY-CBTEP Module Project is discussed and the necessity of the field-testing phase to answer important questions is stressed. After this, decisions can be made about the module's utility and about whether there is a need for an Instructor's Manual.

McDonald, Frederick J. The National Commission on Performance Based Education. Publ. Date: Feb. 1973. (ERIC Abstract, ED 076 569).

The National Commission on Performance-Based Education was formed to coordinate and integrate nationally plans of performance-based teacher education. The goals of the commission are defining competence, evaluating it, training for it, and managing programs of performance-based education and certification. The initial programs of the commission include the creation of two task forces: one to begin the development of a taxonomy of teaching behavior; the other to develop training programs for managers of performance-based systems. The commission also hopes to conduct a survey of current activity in the field and to create a center for the dissemination of this information. (JA)

Minnesota State Dept. of Education, St. Paul. Teacher Certification and Placement Section. A Competency-Based Program for Certification of Social Studies Teachers. Position Paper and Appendices A through D. Publ. Date: 1973. (ERIC Abstract, ED 081 667).

A new certification regulation for social studies teachers in the state of Minnesota has been developed by a Task Force to Study Programs Leading to Certification of Teachers in the Areas of Social Studies. This Position Paper includes the rationale for a competency-based certification program and an analysis of the regulation, including guidelines related to the specific areas of competencies to be developed. Limitations of the former approval program for certification program are noted. It is concluded that the new regulation will ensure greater accountability on the part of public schools, individual

teachers, and teacher-preparing institutions. Four appendices to this paper include: 1) A collection of selected pages from background papers prepared by the Task Force on competencies in the cognitive and affective area, and the area of community and professional relations; 2) A list of recommended competencies for social studies teachers; 3) A sample program for evaluating progress toward one general competency -- the ability to bring about a significant increase in pupil's use of higher levels of thought; and 4) illustrations of some of the Task Force's assumptions about society, man, knowledge, and learning principles. For related background papers see documents SO 006 087-89. (SHM)

Padzensky, Herbert; And Others. A Competency Based Design Career Ladder for Instructional Personnel of Individuals Functioning as Moderately and Severely Retarded Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities. Publ. Date: Feb. 1974. (ERIC Abstract, ED 093 129).

Provided is a competency based career ladder model (developed for Colorado) to enable universities and colleges to improve preservice programs for teachers of the moderately and severely retarded, and to aid state and local agencies in planning meaningful inservice programs. Administration requires cooperation of state groups such as the state department of education and the local agency and coordination by a central office. The following dimensions of the model are described: the rationale dimension, which deals with the "product" (student skills to be developed); the job abalysis dimension, which comprises prescribed and discretionary activities; the middle management dimension, which is crucial to staff development and motivation; and the growth opportunity dimension, for upward mobility through compensatory planning and training components. Discussed are recommendations for a career ladder model for the state of Colorado. Details of the model are given in the appendix. Listed are responsibilities, duties, prerequisities, and minimum competencies for aide (level 1), training assistant (level 2), teacher or specialist (level 3), and specialist-supervisor/teacher-supervisor (level 4). Performance objectives are specified at each level for the phases of student assessment, program design, program implementation, and program testing. An example of an objective at level 3 (teacher-specialist) for attaining knowledge of developmental disabilities with emphasis on mental retardation (student assessment phase) is: "teacher can write facts about epidemiological variables." (MC)

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Teacher Education and Certification. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Teacher Education and Certification. Publ. Date: Jan. 1973. (ERIC Abstract, ED 099 374)

This paper presents a flexible, open-ended, five-stage plan based on task analysis to evolve a longitudinal competency-based teacher education (CBTE) program. Stage 1 envisions broad use of group process in evolving a parameter of generic and specialized teacher competencies within which institutional programs are independently designed to provide graduates who have exit competencies necessary for entry-level professional success in the education professions. Stage 2 is institutionally centered and related to the institution's independent refinement of initial planning and design of CBTE programs.

Stage 3 is the implementation stage centered within the institutions and related to the institution's program development that implements its Pennsylvania Department of Education (PDE) approved competency-based design. Stage 4 constitutes PDE implementation of competency-based standards and procedures for professional certification of the education professions. Stage 5 embodies a historical documentation and continuing research and evaluation effort spanning stages 1-3. A graphic representation of the meshing and overlap of the nonsequential stages of this longitudinal plan is attached. (PD)

Potter, David A. A Research Strategy for Performance-Based Education. Publ. Date: Feb. 1973. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973. (ERIC Abstract, ED 076 585).

Proposed in this document is a research and development program aimed at perfecting performance-based teacher training and assessment techniques. The program is described as (a) being field centered (training and assessment techniques being accepted as a result of their observed effectiveness in the classroom), (b) being achievement oriented, (c) being based on a conceptual model, and (d) encompassing a range of behaviorally established skills. Research is said to be already underway at the Educational Testing Service, but it is pointed out that efforts are as yet uncoordinated with other institutions. (JB)

Roldan, Gonzalo; And Others. Utilization of Instructional Media Materials, Competency-Based Approach. Adams State College. Adams State Coll. of Colorado, Alamosa. Publ. Date: 1973. (ERIC Abstract, ED 093 842).

This series of modules on utilization of instructional media materials is intended to help educators in the planning, development, and implementation phases of instruction. The goals of this package include the following objectives for the intern: (a) regularly present new and pertinent material of varied media; (b) coordinate media with her/his unit or lesson plan; (c) promote achievement through the use of media; (d) prepare students psychologically as well as physically for media utilization; and (e) classify material according to instructional objectives. Listed are competency goal statements, prerequisities, and resources. Module 1, "Evaluation, Selection and Utilization of Instructional Media Materials," notes the time for completion of the module, prerequisities, objectives, enabling activities, and evaluation procedures. The following handouts are included with Module 1: Instructional Media Evaluation Criteria; Educational Media Objectives for Instructional Media Materials; Media Utilization Chart; and College Facilitator Criteria Checklist for Evaluation, Selection of Instructional Media Materials and Development of a Media Utilization Chart. Module 2 is "Utilization of Media within a Classroom"; listed are the time, prerequisities, objectives, enabling activities, and evaluation. The accompanying handout is the Cooperating Teacher, Team Leader, On-Site Instructor Criteria Checklist for Utilization of Instructional Media Materials and Media Utilization Chart. (JA)

Shearron, Gilbert F. Inservice/Needs Assessment/Competency Based Teacher Education. Publ. Date: March 1974. (ERIC Abstract, ED 091 331).

This paper presents a proposed strategy for developing and utilizing a

needs assessment strategy based on Competency Based Teacher Education. The three steps in the strategy are the identification of teaching skills needed in a particular situation, the development of a procedure for determining teacher needs in relation to the identified teaching skills, and a procedure for assisting teachers in acquiring and improving their teaching skills. In a discussion on the identification of needs, the approaches used by the Atlanta Public Schools and the Mentor, Ohio Exempted Village School District are described. The assessment of needs requires that some type of scheme be developed that can describe where a teacher is in terms of the school district's requirement and also provide an opportunity to chart a direction for improvement. Who should assess these needs is discussed. The author concludes with the following points: (a) teachers should make the final decision on competencies needed to perform effectively; (b) the assessment procedure should begin with the assumption that needs assessment is for the improvement of teaching; (c) a continuum of proficiency for each competency should be developed in order to allow for continuous teacher growth; (d) self assessment should be part of the needs assessment procedure; and (e) the administrative hierarchy of the school district should be involved in the assessment procedure. (PD)

Smith, B.O. and Orlosky, D.E. The development of protocol materials. Bloomington, Indiana: Indiana University, School of Education, National Center for the Development of Training Materials in Teacher Education, 1973.

In this paper, the authors discuss the importance of clearly stating concepts for the development of protocol materials. It is necessary to determine the conceptual domain from which the concept arises and to analyze the concept linguistically. In that a behavioral definition is the ultimate goal, the developer should always be attempting to get at observables.

Thiagarajan, Sivasailam. The Teacher Trainer as an Instructional Developer Teacher Education Forum Series. Vol. 2, No. 17. Indiana Univ., Bloomington School of Education. Publ. Date: May 1974. (ERIC Abstract, ED 099 326)

This article summarizes the systematic process of instructional development by breaking down the three major stages of instructional analysis, design, and formative evaluation into the steps of needs analysis, learner analysis, task analysis, concept analysis, specification of instructional requirements, and the statement of instructional objectives; construction of criterion tests, media selection, format selection, and production of prototype; and expert appraisal, developmental testing, and final production. Each step is discussed briefly and illustrated with examples from actual teacher training materials. The article also anticipates and answers various questions from trainer-developers. It provides practical suggestions on mastering and refining instructional development skills, using local personnel and trainees as members of the instructional development team, and scheduling part-time instructional development efforts. (Author)

Tyler, Louise L. and Klein, M. Francis. Evaluation Within the Context of Curriculum Development and Instructional Materials. In Borich, Gary D. (Ed.) Evaluating Educational Programs and Product: Educational Technology Publications, Englewood Cliffs, N.J. 07632

The authors provide recommendations for what should be included in instructional material - specifying essential, very desirable and desirable. These should be helpful to the formative evaluator.

Utz, Robert T.; And Others. A Comparative Analysis of Two Modes of ImplementingCompetency Based Instructional Systems. Publ. Date: April 1974. (ERIC Abstract, ED 089 468).

The Toledo Public Schools and the Toledo Diocesan Schools have both been involved in the implementation of competency-based instructional systems in the past three years. Each system has achieved implementation in varying degrees and by contrasting methodologies. The objectives of this paper are to (1) examine the theoretical framework, the social contexts, the staffing constraints, the inservicing, the implementation phases, and the feedback mechanisms of these two programs; (2) analyze these components as to their similarity and dissimilarity, noting particularly their degree of functionality; and (3) synthesize generalizations potentially applicable to the implementation of any competency-based instructional system. (Author)

Vallance F., and Others. Designing educational products Module 4.2. San Francisco, Calif.: Far West Laboratory for Educational Research and Development, 1974.

This module gives instruction in the first three stages of educational development: how to analyze a problem, design a product and plan for development. Product design provides the link between the conceputalization of alternatives, and the specific, marketable product.

This module contains an introduction, three learning episodes, a summary, reference and an accompanying end-of-month test. Episode I focuses on analyzing problems and selecting alternative solutions. Episode II describes how to implement a particular solution strategy by designing a product or component. Episode III, offers instruction in planning for product development and focuses on decisions and problems which might be encountered.

Part IV. Descriptions of Existing CBTE Programs

Black, E. Eugene; And Others. Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. California State Dept. of Education, Sacramento. Div. of Special Education. Publ. Date: 1973. (ERIC Abstract: ED 107 043).

The final report of a special study institute to develop guidelines for training special education teachers outlines 264 competency statements derived from two post institute evaluations by 90 California college and university instruct-ors and selected student. Reviewed are the background, planning, and activities of the institute as well as recommendations made by participants concerning evaluation of teacher training programs. Appendixes contain a copy of the evaluation questionnaire, instructions for both the first and second evaluations, and a list of participating higher education institutions. (LH)

Blumberg, Allen; And Others. Special Education Program Analysis: Term I. West Virginia Coll. of Graduate Studies, Institute. Publ. Date: 1974. (ERIC Abstract: ED 104 102).

Described are program components and results of program evaluation of the West Virginia College of Graduate Studies' graduate program offering Masters' Degrees in mental retardation, specific learning disabilities, and behavioral disorders. Stressed is the program's design to incorporate philosophical changes such as noncategorical approaches to education of the handicapped. Included are syllabi for the required courses, an outline of West Virginia certification requirements and Master's degree requirements, lists of approved electives, review of expected trends in special education teacher preparation such as emphasis on competency-based instruction, and a summary of other requirements such as residence. Aspects of faculty governance and departmental organization are reviewed. Provided are a chart giving educational statistics for the current faculty, faculty resumes and a summary of faculty policies. Outlined are requirements for admission to and retention in the graduate program as well as guidelines for student supervision and participation in program development. Physical facilities serving the advanced programs such as the library and the special education instructional materials center are described. Also given are guidelines for student and program evaluation and forms such as a student teaching rating form. Results of a survey of both present and former students are seen to indicate such needs as greater exposure to the mentally retarded prior to the student teaching experience. (DB)

Brent, George. Competency-Based Teacher Education: A Practical Analysis. Publ. Date: 1972. (ERIC Abstract: ED 093 868).

This paper is a description and discussion of aspects of the development of a competency-based teacher education (CBTE) program as a joint project of Glassboro State College and the Camden Public Schools. A list of general competencies as established at Glassboro is included in the first section of this paper. Other aspects of the CBTE program covered in this description are the assessment of competencies (copies of the competency recording form and worksheet are included) and an explanation of modular instruction (an example is

enclosed). A final section presents a discussion of the program. This section notes that side effects that grew from the program included instructors functioning as a team, course content revision, and close college-school cooperation. A sample module from the program is appended. (JA)

Burke, Cassel D. How Fare the Graduates of a Competency-Based Teacher Education System? Journal of the Student Personnel Association for Teacher Education; 13; 2; 71-77. Publ. Date: Dec. 1974. (ERIC Abstract, EJ 108 886).

This article attempts to describe some things that happen to graduates of the the particular kind of CBTE system that has been in operation at Weber State College during the past four years. The author presents both positive and negative viewpoints on the system's success. (Author/PC).

Fagen, Stanley; Checkon, Stephen. The Mark Twain Teacher Internship Program for the Preparation of Personnel in the Education of Adolescents with Special Needs: 1973-74 Program Year. Publ. Date: Dec. 1974. (ERIC Abstract, ED 109 873).

Described and evaluated is the 1973-74 Mark Twain Internship Program, a demonstration project to train teachers of emotionally disturbed adolescents who experience learning and human relations difficulties. It is noted that the program was sponsored by the Montgomery County, Maryland public school system and was funded under Title IV, Education of the Handicapped Act. Sections I and II cover aspects such as the program's history, goals and context and provide an overview of program operations and management (including curriculum and staff development). Evaluated in Section III is attainment of such program objectives as establishing a teacher education faculty for the Mark Twain center, formulating intern selection procedures, developing a competency-based teacher training curriculum, and implementing learning experiences for trainees in five competency areas: psychoeducational assessment, human relations, curriculum development, behavior management, and systems analysis. Section IV summarizes the report. Appendixes include reports by an independent program auditor and by a curriculum review panel. (LH)

Giovino, Rosemarie; Orlandi, Lee. The Evaluation of a Special Education Teacher Preparation Model, The Integrated Program 1973-1974. Publ. Date: 1974. (ERIC Abstract, ED 100 825).

This paper reports the results of the evaluation study of the Integrated Program, a special education teacher preparation model at Fitchburg State College. Course content is presented during formal learning seminars scheduled at schools in the communities. Students observe professional personnel teaching children and followup their observations through discussion with a college faculty member. The students are also provided with a supervised teaching experience based on the theoretical framework they are learning. The evaluation focuses on the overall objectives of the program, which state that a student will be able to (a) list the strengths and weaknesses of any evaluation instrument, (b) assess children's needs through the administration of specific evaluation instruments, (c) write behavioral objectives, (d) design an instructional strategy, and (e) identify himself as a member of a professional team. The control group consisted of students who had completed special education methodology courses prior to initiating the experimental integrated program.

Tests were constructed to measure attainment of program objectives and were administered to experimental and control group participants. Results of the tests show no significant differences in the attainment of any objectives and suggest that when the experimental integrated program is refined, it will produce more capable special education teachers. (HMD)

Glick, I. David; And Others. Preventing a Second Orthodoxy: A Formative Evaluation of a Competency-Based Teacher Education Program. Publ. Date: Jan. 24, 1974. (ERIC Abstract, ED 103 368).

During the past year and a half, the University of Toledo has developed a competency-based model for teacher education, the basic elements of which are (a) the explicit statement of performance objectives, (b) one or more sets of instructional procedures specifically designed for attainment of each objective, and (c) criterion-referenced evaluation procedures to assess student performance with respect to stated objectives. Due to concern over criticism of the CBTE program, the secondary education faculty completed a retreat to critically evaluate their experiences in implementing the program. This evaluation exposed gaps in the program. Some of these can be identified as a weak affective component, inadequate staff utilization, a need for greater branching within the program (i.e., individualized instruction), and a lack of "Gestalt" as perceived by students. In addition, the support system needs reexamination to determine whether the program has been corrupted by the delivery system developed and implemented by the faculty; objectives need to be reassessed for integrity and then tested empirically. The retreat also resulted in suggestions of areas which the original conceptual scheme might have neglected, and a number of potential research questions to aid in further evaluation. (The preliminary retreat agenda is included.) (PB)

Gruber, Susan E. The Development of a Conceptual Model for Competency-Guided Instructional Leadership Preparation. Publ. Date: April 1975. (ERIC Abstract, ED 105 562).

This paper describes the Special Education Supervisor Training (SEST) project, an effort to develop a competencies-guided training program for special education supervisors who are considered instructional leaders and change agents. Three domains were identified for use in the leadership training program: problem-solving, human relations, and supervisor leadership job tasks. Specific competencies within the domain of supervisor job tasks were defined and then validated in a national survey of special education supervisors. The survey also sought to determine if there were regional differences in the perceived importance of the SEST competency statements. Based on the survey results, a conceptual model for the training program was designed, and a pilot test of the model was conducted with 12 students. Five procedures of competency assessment were identified and initiated by project staff; these procedures are currently being refined and further evaluated. Evaluation of the entire SEST project is also presently underway. (Author/JG)

Grunewald, Robert N. School District-University Cooperation in Competency-Based Inservice Teacher Education. Publ. Date: 1973 (ERIC Abstract, ED 096 259).

This article describes a jointly planned and jointly evaluated course

offered through Washington State University General Extension. The purpose of the course was to improve instruction in elementary classrooms through use of competency-based training materials (minicourses) from the Far West Laboratory for Educational Research and Development. The Minicourse used, entitled "Minicourse I, Effective Questioning: Elementary Level," was designed to improve the questioning and discussion skills of primary and intermediate grade teachers. Each instructional lesson consisted of the following: (a) the teacher reading handbook material; (b) the teacher viewing instructional film and completing handbook quiz; (c) the teacher viewing a model lesson film, identifying target behaviors, and recording these on a form in the handbook; (d) the teacher preparing and conducting a 10-minute microteaching lesson with a small group of pupils from her own class (this is video recorded and replayed twice); and (e) the teacher reviewing the third replay of the reteach lesson with a colleague. Evaluation of the Minicourse program was undertaken by a comparison of pre- and post-course audio recordings of discussions made in the teachers' own classrooms. (JA)

Hanson, Kenneth T. Accountability and Performance-Based Programs in Education: Some Pros and Cons. Publ. Date: Jan. 1974. (ERIC Abstract, EJ 090 526)

Author feels that if the system first provides the in-service training essential for familiarizing each teacher with the new program, and provides time for pilot programs, performance-based teaching may prove to be one of the big advancements of education in this century. (GB)

Harste, Jerome C. and Newman, Anabel P. Project RELATE: First Year Follow-Up. Teacher Education Forum Series. Vol. 2, No. 16. Indiana Univ., Bloomington. School of Education. Publ. Date: May 1974. (ERIC Abstract, ED 099 325).

Student satisfaction was used as an interim success criterion of competency-based instruction in this evaluation of the 1972-73 Reading and Language Arts Teacher Education (RELATE) project. Project RELATE is a field-oriented, competency-based teacher education curriculum developed by the Indiana University system. Students (N=30) enrolled as college juniors in 1972-73 were surveyed as seniors and asked to compare competency-based and traditional methods course work in terms of their perceived value in effecting teaching proficiency and personal growth. The results of the survey show that students were satisfied with and support competency-based instruction and indicate that further explorations in this area should be made by program developers. (Author/HMD)

Johnson, Nancy. The First-year Teacher Pilot Program. Final Report. Alabama State Dept. of Education, Montgomery; Alabama Univ., Birmingham. Publ. Date: Jul. 1975. (ERIC Abstract, ED 109 102).

This five-part report evaluates the First-Year Teacher Pilot Program utilized at Alabama University in Birmingham. The program was designed primarily to improve teacher competence, thereby improving the teaching learning process in the elementary and secondary classrooms of Alabama. In addition, a research component was designed to obtain information which would be useful in improving education. The research considerations involved (a) identifying common and specific needs of first-year teachers, (b) determining effective

and economical means for providing inservice assistance to meet these needs, and (c) determining effectiveness of the program. Part 1 discusses the origin of the program, its implementation, and summary of 1973-4 findings. Part 2 focuses on the activities completed during the second year of program operation. Part 3 examines the instrumentation and analysis of resulting data on outcomes. Part 4 discusses techniques used to determine people/time organizational and utilization patterns effective in the assistance of first-year teachers. Part 5 offers conclusions and recommendations for improving the program. Also attached is an extensive set of appendixes; included among them are the following: (a) competencies essential to first-year teachers' success; (b) instruments; (c) forms used to begin program activities; (d) team meeting report; (e) examples of techniques, problems, and suggestions; and (f) analysis and covariance of data. (Author/JS)

Kenny, Eleanore. The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. Washington State Council on Higher Education, Olympia. Publ. Date: Jan. 1975. (ERIC Abstract, ED 107 014).

Presented is a report to the Washington State Legislature on the quality of special education teacher training programs in Washington. School districts offering special education services and 10 colleges offering relevant teacher training were surveyed. Described are special education degree programs offered in Washington at the Associate, Baccalaureate, Master's and Doctoral levels. Major findings of the study include a belief by school districts that more of the personnel selection process should take place at the preservice level, the preference of school districts for special education personnel with strong backgrounds in basic skills, and a common belief of districts that college faculty know little of district programs and problems. Provided are definitions of terms such as cooperating teacher. The following recommendations are summarized: (1) that graduation requirements of special education teacher training programs include a greater variety of practical experiences, (2) that teacher training institutions determine criteria for assessing student competence, (3) that regular communications between teacher training institutions and user districts be established, (4) that training needs of regular teachers involved in mainstreaming be met, and (5) that 4-year institutions ensure that their graduates understand the role of the trained paraprofessional. Appended are the text of a state bill mandating public education for all handicapped children, the introduction to a document giving guidelines for teacher training programs, and the text of the Senate resolution authorizing the survey. (DB)

Levine, Martin G. and Sharp, Vicki P. Use of Teaching Performance Tests to Validate the Effectiveness of a Performance Based Program of Teacher Education. Publ. Date: March 1975. (ERIC Abstract, EJ 116 310).

Lickona, Thomas. A Person Centered Approach to Competency-Based Teacher Education. State Univ. of New York, Cortland. Coll. at Cortland. Center for Educational Change and Early Childhood Teacher Education. Publ. Date: 1975. (ERIC Abstract, ED 104 851).

This two-part document explores the person-centered approach to performance-based teacher education as used by Project Change at the State University

of New York College at Cortland. Part one discusses the program and its evaluation. Developed as part of a graduate program in early childhood education, the project is characterized by the following features: (a) students direct their own learning; (b) courses are practicum-centered; (c) the program is performance-based; (d) the program is developmental; and (e) the program seeks to develop teachers who are open to change and capable of fostering change in others. Evaluation of the program is conducted by three methods (a) constant process evaluation with feedback from staff and students; (b) comparative evaluation comparing project courses with other education courses at the college. Included in the evaluation are measures of student products and attitudes, and teacher behavior beyond the classroom; and (c) the Open Classroom Observation Inventory which documents the degree of openness in a teacher's classroom. Part two discusses philosophical and operational principles and competencies for a person-centered teacher education program based on a theory of human growth. A chart indicating competency objectives, assessment procedures, and illustrative student performance is included. (JS)

Mann, Marlis; And Others. A Performance-Based Early Childhood-Special Education Teacher Preparation Program. Final Report. Virginia Univ., Charlottesville. School of Education. Publ. Date: 1974. (ERIC Abstract, ED 108 767).

This monograph presents an overview and evaluation of the three years of development and initial implementation of the Early Childhood-Special Education Teacher Preparation Program (Master's degree level). The Comfield Teacher Preparation Model, a performance-based, field-centered, personalized and systematically designed program of sequences of orienting, foundation and consolidating experiences, served as the basis for the development and implementation of this project. Process and product modules used in conjunction with field work made up the curriculum. Teachers were trained to facilitate learning in both normal and handicapped children in regular classrooms. Procedures and instruments used for evaluating the program and the separate modules are discussed. The experimental group (10 original trainees) and two control groups (10 students each from traditional early childhood and special education teacher preparation programs) were compared to evaluate the program's effectiveness. The trainees were found to perform equally as well as their student counterparts. Some conclusions relative to the Comfield Model's effectiveness are presented. Data tables are included. (ED)

Mckee, Helen C.; And Others. Hamburg Center Intern Follow-Up. State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center. (ERIC Abstract, ED 107 623).

This study presents an evaluation by student teachers of a one-year internship program initiated in 1972 in the Hamburg central school system. The Teacher Education Research Center (TERC) program was field-centered and competency-based, and provided the opportunity to develop teaching competencies in 12 categories. The evaluation instrument was designed to determine the effects of the program on the attitudes, academic backgrounds, employment prospects, and professional growth of interns. The four-part questionnaire covered the following topics: (a) college-related information, (b) TERC-related information, (c) employment information, and (d) personal comments. Each section is individually presented and the results examined. Section 1 lists colleges attended by the interns, areas of study, and reasons for choosing

the TERC program. Section 2 focuses on TERC activities and how they were rated by the interns on a three-point scale. Section 3 discusses student use of the placement office and job opportunities. Section 4 presents comments by the interns on the program, teaching methods, and faculty. (Appendixes include a listing of colleges attended by interns, teaching assignments, and a sample questionnaire.) (Author/JS)

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children. Competency-Based Program for Certification: Gifted and Talented. Publ. Date: 1975. (ERIC Abstract, ED 105 684).

Discussed is a competency-based program (CBP) for certifying teachers of gifted and talented students in North Carolina by 1977. It is explained that the CBP offers an alternative to required graduate study and involves a visiting team's evaluation of the teacher's knowledge of the gifted and ability to develop and implement a comprehensive instructional plan. Described are criteria for evaluating teacher knowledge (including teaching methods and selection of instructional materials), ability to develop instructional plans (including performance objectives and evaluation procedures), and performance (including student involvement and use of materials). A major portion of the document consists of the following appendixes: a description of state program areas for exceptional children; a checklist of desirable teacher characteristics, classroom environmental factors, and student attitudes; examples of instructional strategies such as problem solving and brainstorming; a sample instructional plan for a creative writing course; a bibliography of approximately 25 books; and sample evaluation report forms for use by the visitation committee and by students. (LH)

Papalia, Anthony. Toward A Competency-Based Teacher Education Program in Foreign Languages at SUNY/Buffalo. State Univ. of New York, Buffalo. (ERIC Abstract, ED 094 552).

SUNY/Buffalo's competency-based teacher education program in foreign languages emphasizes: (1) a field-centered program, (2) a multi-institutional pattern of organizations, (3) feedback to students regarding their progress, (4) preservice/inservice continuum. The competencies required of foreign language teachers include: a practical command of the language; a facility in language analysis; an understanding of the targer language culture; and understanding of the teaching-learning process; and a level of professionalism, which incorporates a broad understanding of the field. The University of Buffalo has begun to assess these competencies by using the College Proficiency Exam, video taping, self-evaluation questionnaires, and personal interviews. This booklet provides two questionnaires for self-evaluation, Goals for Personal Development and Self-Analysis Checklist of Unit Act Roles, as well as criteria for successful self-evaluation. Typical interview questions asked of foreign language teachers at the end of a methods course are also included. (LG)

Rhode Island Coll., Providence. Counselor Education: A Program in Functional Humanism. Publ. Date: 1972. (ERIC Abstract, ED 075 422).

This report presents the 1973 Distinguished Achievement Award entry from the graduate program in counselor education at Rhode Island College--a performance-based program on effective selection, training, and evaluation procedures which leads to either a master's degree in counselor education (Ed.M.)

or a Certificate of Advanced Graduate Study in Counselor Education. The report discusses the major areas of focus in the program: a) screening and select-ion of relevant criteria for the helping professions, b) effective program sequence for maximum student learning and growth, and c) written and practical evaluation procedures for determining student progress and program effectiveness. Course objectives, methods of instruction, evaluation techniques, and test materials are presented in Appendix A. The remaining appendixes include evaluation forms and brochures on the graduate program. (BRB)

Sacay, Valerie H. Perceptions of Field Situations Reported by Participating Teachers and Teacher Candidates in the New Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College, Fall 1972. Publ. Date: 1972. (ERIC Abstract, ED 102 118).

The purpose of this study was to determine teacher candidates' and participating teachers' perceptions of selected categories of field experiences under the Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College during the fall 1972 semester. Teacher candidates who received questionnaires were selected by a random sampling of all classes at every level. The group of participating teachers receiving questionnaires included all those who worked with or had in their classrooms undergraduate teacher candidates during the fall 1972 semester. Perceptions of field experiences from teacher candidates were quite favorable overall--especially in effective communication with pupils and participating teacher-teacher candidate cooperation. However, it was evident that more opportunites to plan instruction and increased contact with guidance personnel and with parents were needed. Participating teachers received questionnaires in which they rated teacher candidates on 13 behaviors likely to occur in the school. Results were divided according to level, initial experiences, subsequent experiences, and student teaching. The results indicated the following: Overall, ability to maintain proper relations with the participating teacher was very highly perceived, but the reciprocal giving and taking of suggestions was not so highly perceived. Although the largest percentage of time was devoted to tutoring pupils, comparatively little time was involved in planning this tutoring work under supervision. (PB)

Shearron, Gilbert F. and Johnson, Charles E. Journal of Teacher Education; 24; 3; 187-93 F 73. (ERIC Abstract: EJ 083 523).

Description of University of Georgia's CBTE Program for elementary school teachers, which resulted in criteria for teacher performance, assessment, selection of candidates, instruction and management. (JA)

Shuell, Thomas J.; And Others. An Evaluation of the Cheektowaga-D'Youville-Medaille-Sloan Program in Competency-Based Teacher Education. State Univ. of New York, Buffalo. Educational Research Center. Publ. Date: Aug. 1974. (ERIC Abstract, ED 106 296).

This report evaluates an ongoing competency-based teacher education project involving two local colleges and two school districts. Following indepth interviews with selected project personnel, 1 66-item questionnaire was constructed covering the following six basic areas of concern: (a) program

orientation, (b) program objectives, (c) communication, (d) role definition, (e) attitudes, and (f) modules. This questionnaire was distributed to current as well as former participants. Major recommendations included the following: (a) program goals and objectives and criteria for competent teaching must be more precisely defined; (b) modules should be rewritten to include descriptions of objectives and assessment criteria, and specification of the approximate amount of time required to complete the module; (c) the role of cooperating teachers should be more adequately defined; (d) the role of college personnel should be changed to include more field-based involvement and the assumption of more responsibility for the total education of the intern; and (e) participants should be more adequately prepared for involvement in the program. (Appendixes include the questionnaire, interview questions, letters and memorandums to participants, the evaluation proposal, a history of the program development, an article entitled "A New Style of Certification," a list of teacher competencies, and a list of behavioral objectives). (Author/PB)

Snyder, Dr. Continuing the Dialogue on Teacher Certification. Social Science Record; 12; 3; 38-41 Spring 1975. (ERIC Abstract, EJ 118 321).

Information is presented on its background, its advantages and disadvantages, and the important aspects that need to be examined by all teachers are pointed out. (Author/JR)

Sowell, Evelyn. Exemplify What You Explicate. Arithmetic Teacher; 20; 3; 209-211; March 1973. (ERIC Abstract, EJ 073 348).

A competency-based mathematics education program for preservice elementary school teachers is described. Objectives, the criteria used for assessing competencies, and course content are discussed. (DT)

University of Northern Iowa, Cedar Falls. Non-Categorical Competency Based Teacher Training: An Operational Model for Special Education. Publ. Date: Nov. 1973. (ERIC Abstract, ED 092 475).

The special education training program at the University of Northern Iowa provides a systematically integrated program designed to develop professional personnel with the requisite competencies to (a) diagnose and teach; (b) organize and supervise programs; (c) evaluate instructional programs; and (d) train professional educators to implement programs for children and youth manifesting retardation and behavioral, learning, and multiple handicaps. Traditional categories of special education have been de-emphasized, and a systems approach has been applied within a conceptual model to guide the integration of didactics with practicum activities. The conceptual model is constructed upon the building blocks of (a) instructional methodology; (b) experience/practicum; and (c) educational management. Internal evaluation involves a continuous monitoring of practicum experiences based upon the observation of pupil-teacher interactions. Competencies are judged by the demonstrations of performance criteria at each step of the practicum experience. External evaluation is performed by advisory groups and consultants and through special workshops intended to provide feedback for program evaluation. (Author/JA)

Vogler, Daniel E. and Patton, Gregory. The Development and Implementation of Pre-service and In-service Occupational Teacher Education Programs Designed to Meet Certification and Baccalaureate Degree Requirements. Project Report No. 3: July 1, 1973--June 30, 1974. Michigan Univ., Ann Arbor. School of Education. Publ. Date: 1974 (ERIC Abstract, ED 099 567).

The University of Michigan's Occupational Teacher Education Program was designed as an alternate approach to traditional occupational teacher preparation. The project had as its objectives: (1) the identification and validation of occupational teacher competencies, (2) the provision of across-the-board occupational teacher education, (3) the preparation of occupational teachers to work with the disadvantaged and handicapped, (4) the consideration of different abilities and levels of motivation so that self-paced learning can evolve, (5) the preparation of graduates of two-year vocational programs to teach, and (6) the provision of inservice teacher education. The project is summarized in the document, and the results of the project's fourth phase (implementation and operation with juniors, seniors, and beginning teachers) are reported. The staff concluded that the program operation was consistent with general objectives for the project. A program profile is drawn, recounting policy, recruitment procedures, course syllabi, and placement procedures. Followup data pertaining to the first 16 graduates of the program are offered; the researchers conclude the followup system works successfully, but that the small number of graduates limits the usefulness of the first data obtained by the system. Six concluding remarks are presented, aligning with the six general objectives. (AJ)

Wixson, Stanton E. Students' Reactions to Competency Based Special Education Courses. Exceptional Children; 41; 6; 437-8 Publ. Date: March 1975. (ERIC Abstract, EJ 119 377).

Reported is a survey of 30 practicing teachers enrolled in a graduate level competency based special education teacher preparation course. (DB)